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ABSTRACT

A workplace literacy program for garment workers is described and evaluated. The program, a partnership between El Paso Community College (Texas) and Levi Strauss & Company, consisted of a three-level, job-specific, video-based curriculum for limited-English-speaking employees implemented at seven plants in El Paso. The 18-month model demonstration program used televised and self-paced instruction, and included support services to increase likelihood of program completion. The report details the program's implementation of 6 broad objectives and the 36 tasks designed to accomplish them. Performance evaluation measures and results are described, and some recommendations are made for further assessment and program development. Appended materials include a brief bibliography, a list of other model workplace literacy programs, job task analysis questionnaire, sample lesson plan and student assessment instruments, student anecdotal information and testimonials, student surveys and tabulated results, management survey and tabulated results, instructor and video evaluation forms, program-related letters and news clippings, brief descriptions of the college's literacy education programs, and an instructional guide for the course in question. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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THE CUTTING EDGE: WORKPLACE ENGLISH

A model partnership between El Paso Community College Literacy Programs & Levi Strauss and Co.

Project Handbook and Instructional Guide

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Project Dates: Spring 1990- Fall 1991

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THE CUTTING EDGE: WORKPLACE ENGLISH

Section I
Project Handbook

National Workplace Literacy Grant funded by the U.S. Dept. of Education Office of Adult and Vocational Education
Project Dates: Spring 1990- Fall 1991

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A literacy task force comprised of Levi Strauss personnel was created to assist the National Workplace Literacy Grant development team. This committee met throughout the grant period to discuss grant objectives and provide input into the program and curriculum development.

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NATIONAL WORKPLACE LITERACY GRANT
THE CUTTING EDGE: WORKPLACE LITERACY

INTRODUCTION

This project was funded by the U.S. Department of Education, Office of Adult and Vocational Education. The purpose of this program was to develop a model workplace literacy program designed to meet the needs of garment industry workers. The program was developed in partnership with Levi Strauss & Company. The partnership designed a three-part, job specific, video based curriculum that was implemented at seven plants in El Paso, Texas. Levi Strauss and Co., a Fortune 500 company and international organization, employs approximately 4500 production workers in El Paso, Texas. This grant project began in the summer of 1990.

GOALS AND OBJECTIVES

The eighteen month model demonstration project had the following goals:

1. To develop a replicable instructional program using televised and self-paced instruction to develop literacy skills that are both job specific and basic so that participants develop functional literacy skills that are applicable to the increased skill requirement of the changing workplace.

2. To offer 3 levels of literacy instruction for Levi Strauss employees who are limited English proficient in order to increase their productivity, job retention, retrainability and career advancement potential.

3. To provide a strong support service program in conjunction with instructional workplace literacy program in order to increase participants likelihood of participating in and completing the program.

4. To develop a strong partnership with Levi Strauss and other garment manufacturers to insure that the project goals are accomplished and that the program is continued after the project has ended.

A chart which details the program implementation plan including tasks, deadline and performance measures follows.

Objective #1 **To develop a model workplace literacy program for LEP adults that has flexible instructional components in order to enable the program to be adapted to a variety of worksites.**

TASK	PERSON	Date	PEM	Performance/ Comments
1. Review current publications identifying techniques for developing workplace literacy programs.	Business Coordinator Instructional Coordinator	July 1990	1.1 Three publications will be reviewed and a strategy for developing the workplace program with Levi Strauss will be written.	More than three publications were reviewed and a strategy for developing the workplace program was designed and agreed to by a team of Levi Strauss and grant personnel.
2. Review ESL publications to identify relevant and significant teaching methodologies for LEP adults.	Instructional Coordinator	July 1990	1.2 Ten publications will be reviewed and appropriate teaching methodologies will be selected for utilization in the model.	Ten publications from bibliography in appendix were reviewed for teaching methodologies. Whole language, problem posing, language experience, and language acquisition theory were a few of the methodologies reviewed that contributed to development goals.
3. Review other model workplace literacy programs for innovative ideas and effective techniques.	Business Coordinator	July 1990	1.3 Five model workplace literacy programs will be contacted, program descriptions and reports of the reviews kept on file.	More than five model literacy programs were contacted and reviewed. Reports are on file.
4. Review other model ESL literacy programs for effective instructional methodologies.	Instructional Coordinator	July 1990	1.4 Two model ESL literacy programs will be contacted, program descriptions and materials obtained and reports of the reviews kept on file.	Seven model ESL literacy programs were contacted and reviewed. Reports are on file.
5. Review other model videotaped literacy programs.	Technical Coordinator	July 1990	1.5 Two model videotaped literacy programs will be contacted, program descriptions and materials obtained and reports of the reviews on file.	Two programs using video tape as a component of instruction were previewed and reviews are on file. TELE LEA a program developed by EPCC was also reviewed.
6. Identify planning team from company personnel to assist with program implementation.	Business, Instructional, & Technical Coordinators	July 1990	1.6 A team of 15 plant employees from Levi Strauss will be identified and will meet at least 10 times during the project with records of meetings on file.	Selected members of Literacy Task Force met eight times over 18 months.
7. Select outside advisory committee to review the program for replicability.	Project Director	July 1990	1.7 Letters of agreement with responsibilities and timelines for completing advisory committee tasks will be on file.	Advisory committee consisted of Levi Strauss plant manager, HRM's, company personnel, production line workers, and community college development staff.

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8. Conduct task analysis of basic skills required for different job families.	Business, Instructional, & Technical Coordinators	July 1990	1.8 Task analysis forms will be completed and kept on file.	Twelve major job families were identified and a total of twenty two jobs were analyzed. Task analysis forms are on file.
9. Design curriculum	Business, Instructional, & Technical Coordinators	Aug 1990 -Feb 1991	1.9 Curriculum will be on file and will be approved by 100% of planning team members.	Sixty instructional modules were developed for use in three levels of instruction. Instructional model was adapted for an ESL population. All sixty lessons include original reading material designed for the specific environment.
10. Submit curriculum to advisory committee for review of replicability.	Project Director Advisory Committee	July 1990	1.10 Reports of the review will be on file and recommendation will be incorporated as needed.	Curriculum has been submitted to evaluator for review of replicability. Task force assigned a plant manager to review, edit, and authorize scripts and reading materials. Videos were reviewed and authorized by a Corporate Communications manager.

Objective #2 To develop a series of sixty instruction video tapes that develop adult literacy skills for limited English proficient adults in the garment industry of El Paso, Texas and that can be utilized by other workplace literacy programs for LEP adults.

TASK	PERSON	Date	PEM	Performance
1. Design instructional format for video tape production.	Business, Instructional, & Technical Coordinators	August 1990	2.1 An outline of the instructional plan will be on file.	A 5-step instructional model was utilized to provide sound learning theory for the development of materials. All video material was based on whole language instructional methodologies. Pilot class of production line workers was created to determine workplace themes, explore student needs, and provide a participatory structure for curriculum development.
2. Outline video tape lessons based on results from tasks 6 & 7 of objective #1.	Instructional Coordinator & Technical Coordinator	July 1990	2.2 An outline of each lesson will be on file.	Twenty workplace specific themes provided the framework for sixty instructional modules. Lessons were completed in December 1991.
3. Plan schedule for taping.	Technical Coordinator	July 1990	2.3 Schedules will be on file and approved by Project Director.	Videotaping of workplace environment began in August 1990 and continued throughout the grant period. Videotaped interviews, employee meetings, and job specific interactions were recorded for use in program materials. See forms in appendix.

4. Review existing tape TELELEA and edit for use in workplace project.	Technical Coordinator	1990-1991	2.4 New tapes with excerpts from TELE LEA will be available.	TELE LEA tapes were reviewed but found unsuitable to supplement job specific curriculum.
5. Prepare other graphics and instructional vignettes needed for lessons.	Technical, Business, & Instructional Coordinators	1990-1991	2.5 Graphics will be complete and available, footage of vignettes will be on tape.	Graphics were developed throughout the grant period. Reading material was reproduced with video text, narration, and a combination of motion video and still store.
6. Videotape footage of job tasks.	Technical Coordinator Technical Assistants		2.6 Footage of job tasks will be on file.	All manufacturing job tasks were recorded on video tape excluding computerized and robotic equipment prohibited by Corporate request.
7. Edit and complete tapes	Technical Coordinator Technical Assistants	Oct 1990 May 1991	2.7 Sixty tapes will be on file.	Sixty lessons are accompanied with instructional video materials that include standard English language input with professional narration, conversational English, workplace footage, and written text.
8. Refine tapes for replication.	Business, Instructional, & Technical Coordinators	May 1991	2.8 Sixty tapes will be ready for replication and test at other sites.	Replication is on-going for current grant project that includes field testing materials.
9. Implement instruction at another company to test replicability.	Business, Instructional, & Technical Coordinators	July 1991	2.9 Instructional materials will be piloted at another company during development.	Materials were pilot tested American Garment Finishers in January 1991 with fifty students. A Coordinator from another project oversaw these classes. No grant funds were involved in this endeavor.

Objective #3 **To publish an instructional guide for utilizing the videotapes in other worksites.**

TASK	Person Responsible	Completion Date	PEM	Performance
1. Keep detailed records of strategies, procedures and results in completing project: • Business Partnerships • Marketing Program • Curriculum development • Video tape production	Business, Instructional, & Technical Coordinators	July 1990-December 1991	3.1 Records of project planning and implementation will be on file.	Each coordinator kept detailed records of curriculum development and project evolution. Minutes from each Task Force meeting documented the business partnership. Aspects of project development were recorded on videotape throughout the year. This documentation included interviews with students and task force members, coverage of facilitator training sessions, consultant advisory meetings, student graduations, company promotional activities to promote the program, and curriculum team meetings.
2. Design format for presenting instructional guide.	Business, Instructional, & Technical Coordinators	September 1991	3.2 Format sheet will be written with outlines for instructional guide.	Instructional guide includes theoretical underpinnings of the 5-step model used for language acquisition program component. Recommendations for utilizing the program in other worksites emphasize the flexible self sufficient quality of the instructional modules, videotapes, readings, and accompanying materials.
3. Write instructional guide.	Business, Instructional, & Technical Coordinators	November 1991	3.3 Guide will be presented to and approved by Advisory Committee	Designated advisory committee members recommended specific revisions. All revisions were made and approved.
4. Revise and publish instructional guide.	Business, Instructional, & Technical Coordinators	December 1991	3.4 Guide will be available for dissemination	Instructional guide will be disseminated in May 1992 during training session with field test facilitators for pilot testing the replicability of project materials. Guide will be disseminated to anyone requesting materials.

Objective # 4 **To offer three levels of English as a Second Language literacy instruction, entry, intermediate and advanced, at six different plants of Levi Strauss & Co. for a maximum of 360 workers.**

TASK	PERSON	DATE	PEM	Performance
1. Design recruiting and assessment procedure.	Business Coordinator Instructional Coordinator	Sept 1990	4.1 Procedure will be on file and approved by 100% of planning team.	More than twenty different tools were designed and used for recruiting, assessment, and evaluation. See Evaluation and Assessment Grid.
2. Implement recruiting and assessment procedure.	Business Coordinator	Sept. 1990-Mar 1991	4.2 A maximum of 360 employees will be recruited and assessed with individual instructional plans on file.	Approximately 1000 Levi Strauss workers were recruited and assessed. Records of assessment and participation and/ or referral are on file for each worker who volunteered for assessment and requested additional information.
3. Develop and implement orientation component of program.	Business Coordinator Instructional Coordinator	Sept. 1990-Mar 1991	4.3 100% of employees in the program will complete the orientation program.	A special orientation lesson was designed and implemented for the program.
4. Offer instruction	Business Coordinator Instructional Coordinator Facilitators	Oct. 1990-July 1991	4.4 A maximum of 360 employees will be enrolled in the project with 60% of employees completing the program.	Pilot class instruction began in October 1990. In January 1991, regular instruction began at seven Levi Strauss plant locations in El Paso. The program served more than 400 Levi Strauss students in class. Classes were held for 120 minutes two times a week for a total of 40 hours of instruction per level. Three levels of instruction were delivered for a total of 120 instructional hours. Classes lasted 12 weeks. Week 1 included orientation and a pre-assessment session. Week 12 concluded with program evaluation and post-assessment.

Objective #5 **To develop sixty instructional learning modules to accompany the videotapes that will enable workers to improve competencies in reading, writing, speaking, listening, reasoning and problem solving that relate specifically to job requirements and generally top basic skills that foster the development of independent learning skills of workers.**

TASK	PERSON	COMPLETION	PEM	PERFORMANCE
1. Develop instructional modules	Instructional Coordinator	Sept. 1990-Mar 1991	5.1 Sixty instructional modules and accompanying materials will be available.	Instructional materials were constantly revised based on further research, analysis of the work environment, and advisory committee feedback. Final instructional modules are being prepared for distribution. Negotiations have been initiated with a publisher to insure availability and wide distribution of curriculum materials. Refining is on-going due to publishing potential.
2. Develop training program for Facilitators.	Business, Instructional, & Technical Coordinators	September 1990	5.2 Written training program and accompanying materials will be on file.	Training program was on-going throughout the grant period. Sessions included workshops with consultants, guest speakers, debriefing of facilitators, review of classroom materials, and evaluations of lessons while under development.
3. Implement training program	Business, Instructional & Technical Coordinators	September 1990	5.3 Records will show that 100% of Facilitators completed training program.	A total of twelve facilitators were employed and trained during delivery of instruction. All facilitators completed initial training.
4. Implement instructional modules.	Instructional Coordinator Facilitators	Oct. 1990-Mar. 1991	5.4 100% of employees will complete instructional modules according to their educational plans and records of completion will be on file.	Records of attendance, retention, and student education plans were maintained by instructional facilitators. Guidance Specialist interviewed 100% of student participants and records of completion of interviews with drop outs are on file.
5. Devise instructional modules so that they are replicable.	Business, Instructional & Technical Coordinators	May 1991	5.5 Records will show that 100% of instructional modules were approved by advisory committee.	100% were reviewed by selected advisory committee members. Final approval in progress.

Objective #6 **To provide academic counseling for participants so that individualized educational goals and plans of action are developed in order to retain at least sixty percent of students in the program and to provide the vehicle for continued educational and career advancement.**

TASK	PERSON	COMPLETION	PEM	Performance/Comments
1. Schedule intake interviews for interested employees.	Business Coordinator	Oct. 1990	6.1 100% of employees in program will complete an intake interview and copies of individualized educational plan will be on file.	Intake forms and student portfolios on file.
2. Conduct placement of employees in appropriate level.	Business Coordinator	Oct. 1990	6.2 Roster of placements will be on file and 100% will be given completed enrollment forms with date and time of class.	Students were notified through Levi Strauss personnel since conflicts with production schedules had to be resolved. Roster of students are on file.
3. Follow-up on employees dropping out of classes.	Guidance Specialist	on going	6.3 Records will show that 100% of employees who dropped out were contacted and counseled.	75% to 90% of students remained in class. Those that did not complete class were contacted and interviewed when possible. Reasons for drops ranged from lay offs, spouse disapproval, and lack of self confidence. Documentation of interviews and counseling are on file for review. See attachment to Information Form regarding attendance and retention statistics.
4. Provide referral information for employees seeking other educational programs.	Guidance Specialist	ongoing	6.4 Records will show that 100% of employees seeking referral information were provided with it.	150 students requested referral information. All were provided with requested information.

THE PARTNERSHIP

An established relationship between El Paso Community College's Literacy Center and Levi Strauss and Co. facilitated the partnership for this grant. In 1986, Levi Strauss and Co. donated seed money for developing the College's Literacy Center. Since 1987, the College has provided a variety of ESL (workplace and lifeskills) classes for company employees. The current partnership grew out of this educational relationship.

In March of 1990, the U.S. Department of Education funded a National Workplace Literacy Grant to further establish the partnership between the college and Levi Strauss & Co. With this grant, the National Workplace Literacy Grant project staff began work on a functional context job specific ESL curriculum to serve garment industry workers. To do this, Levi Strauss management designated company personnel to participate as members of a task force. This task force provided input and guidance for program direction and curriculum content. The College's project director, an instructional coordinator, a business coordinator, and a technical coordinator researched, observed and analyzed the job tasks of workers. Together, the College and the Company identified workers needs and the context for curriculum development. Company personnel read and edited videos scripts, participated in interviews, and assisted in illustrating the curriculum on videotape by acting as "talent" when needed.

Throughout 1990 and 1991, the National Workplace Literacy Grant project staff had frequent contact with plant managers, human resource personnel, supervisors and workers via task force meetings and individual conferences. These contacts were important for building the strong working relationship necessary to achieve the grant objectives as well as address the needs of the worker base at Levi Strauss & Co.

CONSULTANTS

The consultants for the 1990 National Workplace Literacy Grant, **Dr. Dee Tadlock, Raul Añorve,** and **Heide Spruck Wrigley** assisted project staff in achieving project goals. They assisted with developing the basis of an innovative curriculum for new language learners based on current research in the area of curriculum and assessment design.

Dr. Dee Tadlock is senior partner of Read Right Systems of Shelton, Washington, a consulting firm that assists companies in establishing workforce literacy training programs. She has most recently worked for Simpson Timber Company where she designed and implemented a workforce literacy program in their Washington and California manufacturing operations. Dr. Tadlock earned a Master's Degree from New Mexico State University and graduated Phi Beta Kappa from Washington State University with a Ph.D. in Reading Education.

Dr. Tadlock, gave the grant development team insight in utilizing a comprehensive needs assessment. She provided information on how to

incorporate workplace text in curriculum materials. Dr. Tadlock assisted the staff in adapting the five-step instructional framework for language acquisition. She helped revise the instructional model to best suit the learning needs of adults. Dr. Tadlock directed the exploration of content versus language instruction issues in curriculum delivery through staff training. She edited and evaluated the reading material to check for the appropriate content and language for the student population. She created a criteria list to guide the writing of the readings and helped edit and revise the Instructional Guide. Dr. Tadlock raised issues of cognitive theory relevant to the video curriculum material that were investigated by the curriculum development team. In Dr. Tadlock's evaluation of the program, she pointed out that the grant development team had incorporated many of her suggestions for providing sources of comprehensible input for new language learners.

Raul Añorve, a staff development specialist, is a community-based Literacy Coordinator at California Literacy, Inc. in San Gabriel, California. He has a Masters of Arts in Linguistics from UCLA and is a Ph.D. candidate in Linguistics & Folklore at UCLA. He received his B.A. at the University of Oregon in Spanish and English Literature.

Mr.Añorve assisted the staff in integrating participatory strategies in competency based instruction. He provided clarity in selecting curriculum themes and gave direction for the design of accompanying reading material. He conducted several sessions with the project staff in which the use of video in the curriculum

was explored more fully. Key topics were identified that assisted staff in forming topics and video content ideas.

Heide Spruck Wrigley is a senior researcher with Aguirre International, a minority-owned research firm. Ms. Wrigley is a nationally known expert in language, literacy and learning for adults. She has extensive experience in adult education, with an emphasis in the areas of teacher training, staff development, program evaluation, and qualitative research. She has served as an outside evaluator for several federally funded workplace literacy projects throughout the United States. She has a M.A. in Applied Linguistics and is completing her doctorate in Curriculum and Teaching at the University of Southern California.

Ms. Wrigley has written books and articles about the education of language minority adults. She conducted workshops with the project staff to evaluate the overall assessment and evaluation system for the project and provided additional input into the final version of the Instructional Guide.

IMPLEMENTATION

RECRUITMENT

Student recruitment began in August 1990 at the seven Levi Strauss plants in El Paso, Texas. The Levi Strauss task force leader, Mario Griffin, delivered a general announcement to all El Paso production plants. The bilingual memorandum asked for volunteers to be tested for language proficiency in English and Spanish and to sign up for English classes. The project staff, Levi Strauss plant managers,

and human resource personnel anticipated approximately 300 workers might respond. Management based their expectations on worker response to previous programs at the plants. When the workplace staff received the list of interested workers, the numbers of employees who had volunteered to participate numbered approximately 1000.

Staff had not expected such a large response. Nonetheless, the success in recruitment varied from plant to plant. The project staff discovered that each plant had varying methods of communication with their workforce and varying levels of commitment to an educational program. It appeared that the most successful method of communication for recruitment was to meet with production line supervisors. The most successful recruiting efforts were at plants where supervisors endorsed the program. Managers' positive attitudes toward an educational effort made a tremendous difference in recruitment, in class attendance, overall retention and general program success. Cultivating the support of all levels of management and workers through group and individual meetings was crucial to the overall success of the project.

TASK ANALYSIS

When project coordinators began the investigative process of task analysis, workers were functioning well within the existing circumstances. They did not need to speak English on the job and only occasionally needed to read or write in either language. Task analysis was done on a variety of job types in three main

divisions of the Levi Strauss plants in El Paso. The three divisions were the cutting, laundry and sewing operations. Neither office clerical positions nor positions for health workers were analyzed.

Task analysis was done in several stages. First, workers from the pilot classes were interviewed in depth. Pilot class participants were selected based on job type and ability to discuss what they did on the job. An additional interview was conducted with each worker's supervisor to expand the job information collected from each worker. Second, project staff observed each worker at their usual job tasks as part of the task analysis process. These participants were also videotaped doing their jobs. Staff had these workers complete job task questionnaires.

Additionally, project staff collected job-related forms, charts, memos, and training materials from workers and from job sites. Text was collected from supervisors, managers, human resource personnel, and trainers. This collection of material was categorized according to theme and provided a basis for the development of reading topics and writing assignments.

Initially, task analysis revealed that workers did not need to use much English in the plants in order to perform their job tasks. It was observed that little demand was placed upon workers to read or write in English or their native language. Historically, the garment industry has not required a significant amount of reading and writing as part of the job tasks of production line workers. The jobs are tool and task oriented and the tasks minimize any need for reading and

writing. A continued exploration of other company plants, in and outside of El Paso, and further research on the garment and manufacturing industries in general, showed trends toward changing to a team approach of production. On-going discussions with managers indicated that alternative approaches to the production process would be forthcoming and communication was key to the successful implementation of those approaches.

As staff conducted further research and analysis of job tasks, the company publicly introduced an alternative management system involving team operations in a facility in Roswell,New Mexico. Program developers had the opportunity to observe these changes, videotape the new operations, and interview the participants. This additional analysis provided a crucial new context of on the job skills that included oral and written communication in English, critical thinking and problem solving. **Had the job task analysis been limited to the mechanics of specific job tasks in place in the beginning of 1990, the curriculum would be obsolete, probably within the next calendar year.** This vision of the company's future, enabled developers to include curriculum material that reflected these changes.

STAFF DEVELOPMENT

The initial staff training session for instructors was held over a two and a half day period. Trainers explained and demonstrated the curriculum model and described the holistic philosophy of instruction providing sample applications. Additional topics included working with the adult learner, the special needs of the

ESL student, whole language theory, problem-posing techniques for instructors, functional context instruction, the nitty gritty of teaching in the workplace, and the use of English and native language in the classroom.

In addition, general 'housekeeping' issues such as the job requirements of the instructor, forms and record keeping tasks, and dress code were discussed. Issues of confidentiality of student assessment scores and company proprietary concerns were also addressed. Further, it was anticipated that students might occasionally be late for class due to the demands of production and so instructors were informed of such circumstances and were given guidelines for dealing with attendance issues.

Participants in the training session observed instruction in the pilot class and took a tour of a sewing facility. Additionally, instructors observed their students at their job tasks in the plants after the onset of classes.

Staff received training throughout the grant period. Regular Friday afternoon staff meetings were held with facilitators and coordinators to review issues raised in class and to share experiences with lessons that were in development. Guest speakers were a part of this on-going training. Speakers presented topics on a variety of curriculum and instructional issues. Some of the topics included using a participatory approach in the classroom, language acquisition theory, and holistic assessment techniques.

During staff meetings, any instructional concern that arose with company plant personnel was discussed and solutions were proposed. The use of the

During staff meetings, any instructional concern that arose with company plant personnel was discussed and solutions were proposed. The use of the instructional model was explored and feedback was given on lesson content. These meetings provided an opportunity to reinforce appropriate instructional techniques and enabled facilitators to share their successes and failures.

THE STUDENTS

The students that participated in this program reside in the United States, but may not use English at all in their daily lives. They are not entirely unfamiliar with the language and usually have a limited stock of survival English in their oral repertoire. In fact they typically understand much more English than they believe. On a day to day basis, however, they manage quite well for the most part without speaking English. The requirement for speaking English at work was minimal in the past, but because of changes in the manufacturing process, the ability to communicate in English is becoming more and more important.

Among the 387 students that participated in class, 385 were of Hispanic origin and 2 were of Asian/Pacific Islander origin. Of the student participants, 67% were female and 33% were male. The mean age of the participants in class was 42 years of age. All students worked for Levi Strauss & Company and were limited English proficient. The range of English literacy for the majority of the 1,000 workers originally tested was from pre-primer to secondary levels. The average Spanish literacy reflected reading abilities between 6-9th grade.

PLACEMENT

The project staff utilized the scores from the Woodcock Language Battery in order to identify three levels of language proficiencies. Lists of workers recommended for proficiency levels 1, 2, or 3 were sent to company human resource managers for a final selection of students. Although staff recommended certain students for certain levels of instruction, many workers insisted on beginning in Level I. Therefore, the typical class "demographics" for **The Cutting Edge: Workplace English** curriculum reflected wide ranges of abilities in English.

With a large number of students assessed and consequently a large number identified as a student population, the final decision as to who to enroll in class was made by the management at each plant. Plant personnel selected workers to participate in class based on company operational needs, supervisors' requests, worker seniority and performance evaluations. Altogether, the grant project served over 400 workers during the funding cycle.

CLASSES

In order to develop the initial lessons, the Instructional Coordinator conducted two pilot classes. These classes generated class topics, explored instructional techniques and themes, and developed subjects and storylines for the reading material. Classes at all seven plants began in January 1991 and ended in December the same year. Each class was offered for two hours twice a week for

twelve weeks. The twelve week semester included an orientation and an assessment week with both pre and post testing during the session.

Levi Strauss agreed to pay workers for one hour of each class attended, and workers gave one hour of their own time. Classes were held only Monday through Thursday as plant sites closed early on Fridays.

Class times were scheduled by the Company to accommodate the ending of one shift of workers and the beginning of another shift. This maximized the opportunities for two shifts to attend classes and proved to be the best time for class meetings. Some classes were held in plant cafeterias, or remodeled rooms, while others were held in staff conference rooms. Project coordinators experimented with classes held early morning and late night. These class times proved difficult. Graveyard shifts had a reduced number of employees and class times interfered more with normal operations. This was also true of a morning schedule.

CURRICULUM

Project Coordinators developed a program that addresses the needs of adult language learners in the workplace, and provides instructors with a flexible framework on which to build an English curriculum. Staff worked to produce a generic curriculum that could be applied in other locations for garment industry workers of any language background, who work for any garment manufacturer. Thus, **The Cutting Edge: Workplace English** is a flexible program that may be

adapted to a variety of settings. Coordinators organized the curriculum by theme so that specific themes could be chosen according to a particular business and/or student need. The lesson plans are designed to enable the instructor to incorporate additional activities and company specific materials for each theme.

The curriculum contains 60 lesson plans, 60 readings, 60 instructional videotapes, and 60 cloze exercises in a three level instructional program. The videos, lesson plans, and readings address twenty themes that are relevant to the garment industry. A list of the twenty themes can be found in the Instructional Guide (see Section II) and are each addressed once in each level of instruction. Each lesson uses a video which contains the *Initial Language Input or Mini-documentary*. This video introduces the theme of the lesson and provides English language input for the learners. The videotape also contains the *Language Input with Reading* segment which is used in Step Two of the lesson plan to provide additional English language input to the learners and to help them connect oral language with print.

The lessons were originally developed to provide ESL literacy instruction to limited-English proficient garment industry workers, predominantly Spanish speaking, in seven Levi Strauss Company Plants in El Paso, Texas. However, in presenting the program at various conferences and meetings, many educators and business people have voiced the opinion that the themes and videos may be useful for instruction in other industries, and for workers who are native English speakers.

The five step instructional model of **The Cutting Edge: Workplace English** is outlined and discussed in detail in the Instructional Guide for this program.

ASSESSMENT

The assessment techniques used included a variety of tests, data collection, work portfolios, observations, interviews, evaluations, and surveys- both formal and informal. The Assessment/Evaluation/Dissemination Grid for the program follows this section and provides an overview of all assessment tools used in the project, including how the tools were implemented and the results.

Two different standardized tests were used in this project: the Woodcock Language Proficiency Battery and the Moreno Reading Comprehension Test. The scores collected from the Woodcock Language Battery were used to form a broad view of the Spanish and English language abilities of the workers who volunteered to participate in classes. The results were also used for placement purposes. The Moreno Reading Comprehension was used for pre and post assessment at each level of the program and as an overall measurement of reading. Staff encountered some difficulties in maintaining reliable and consistent administration of these standardized tools because of a lack of sophistication on the part of instructors in dealing with standardized tests. Additional training was conducted with the staff to provide clarification for orienting students and in proper timing and scoring of the standardized test. Additional staff training was needed to address such issues as student fears and resistance to testing.

A portfolio of student work was collected on all students participating in the program. In particular, student writings were collected and evaluated by instructors using a holistic writing scale. Coordinators experimented with a holistic writing scale to measure progress in student's writing ability. Dictation exercises were used to measure overall language ability. Staff found that a partial dictation tool was most successful with this student base. A reading selection was used with words and phrases omitted, similar to a cloze exercise. The entire selection was dictated by the instructor. For Levels II and III, complete dictation exercises were used.

Cloze exercises were also administered throughout the program. Reading selections dealing with curriculum topics and other workplace related readings were used in creating the cloze exercises. Staff reported that students exhibited considerable resistance to the cloze exercise, particularly those students in Level 1 of the program. Because of this, staff created simple cloze exercises to match the reading material in each lesson of all levels so that the students could practice and gain confidence in completing the exercises.

Staff also gathered anecdotal information from teachers, students, supervisors, and human resource managers about the students' language experiences and accomplishments. Surveys were used to gather information from participants about the curriculum, the videos used in class, and to provide ongoing feedback on the successes and challenges of the program.

Surveys were used to gather information from students and management about improvement in learners communication skills on the job, increased productivity, and improved attitudes at work. Surveys of learners and managers were used to get at general program effectiveness and indications of increased self esteem. (See following grid for information about method of gathering data and results of surveys.)

ASSESSMENT /EVALUATION /DISSEMINATION GRID for 1991-92
National Workplace Literacy Grant
The Cutting Edge: Workplace English

Tool/Information/ Data /Purpose	Implementation	Results
Moreno Reading Comprehension Test Scores, i.e.grade levels, used to assess English/ Spanish reading ability	Pre/Post testing for all participants. Reading test was administered in English and Spanish. Test is one of the few English/Spanish tests that is normed on adults. Note: it is based on data from Mexico.	Pre and post Moreno tests, 66% of the participants tested showed an improvement in reading English. The data includes scores from participants who attended one level, two levels or all three levels during 1991. The data for participants who completed two levels of the program showed an average increase of .87 grade level. The data for participants who completed all three levels (120 instructional hours) showed an average increase of 1.8 grade levels. Average overall gain for all students who showed increases in post-test scores was 1.4 grade level.
Writing samples used to assess English writing ability See Appendix D: Holistic Writing Scale	Writing topics assigned on workplace themes. Holistic writing scale used in grading writing samples. Instructors as a group used sample writings to set norm for holistic scale.	Of the writing samples from participants who participated in at least two levels of instruction, 44% of the participants showed as 1 point gain on the holistic writing scale and 56% remained the same. Scale was based on points 1-6 with 6 being highest on the overall scale.

Tool/Information/ Data /Purpose	Implementation	Results
Dictation exercises used to assess general ability in English with emphasis on listening. See Appendix D: Partial Dictation Sample for Level I	Selection of dictation material based on workplace themes and readability. Level I students had a partial dictation.(Printed material with key words omitted. Students read material as instructor dictated entire sample material.) Level II and III students had straight dictation. All words read aloud. Credit was given for correct words if the words were syntactically and semantically appropriate. 80% correct answers equals mastery.	Of the Level I participants in the 8/91-11/91 class cycle, 87% mastered a 3.4 grade level selection in a partial dictation exercise. Level II and III participants completed a regular dictation assessment. In the 8/91 cycle 79% of the participants in Level II mastered a 6.5 grade reading selection. 82% of Level III participants in the same cycle of classes mastered a 8.24 grade level selection.
Cloze exercises used to assess general ability in English with emphasis on reading See Appendix D: Sample Cloze	Cloze exercises were chosen based on workplace themes and readability level of material. The cloze was graded holistically with semantic and syntactic issues as a deciding factor in determining correct answers. Graded on number of correct answers with mastery 80% correct answers.	Three cloze assessments, one for each level were administered. Level I, during the 8/91 to 11/91 cycle of classes, 5% of the participants mastered a 4.0 grade reading selection. In Level II during 8/91 to 11/91, 28% of participants mastered the same 4.0 grade reading selection used in Level I. In Level III during the 8/91 to 11/91 cycle, 57% of the participants mastered a 5.0 grade reading selection.
Anecdotal information used to assess English usage See Appendix E: Student Testimonials	Testimonials collected by video tape, by instructors and by Levi Strauss managers.	Collection of written testimonials, interviews and newspaper articles about participants. Observations by instructors and Levi Strauss managers.

Comments on Assessment/Evaluation: Original planning for pre and post assessment included a two hour period of testing. This did not include enough time to administer all tools. Additional testing was done throughout each class cycle. We experienced difficulty with consistent administration of Moreno Reading Comprehension Test. More training was needed for instructors in administering this tool. We observed high resistance on the part of participants to assessment process. Oral assessment tool not yet developed.

Tool/Information/Data gathered and purpose	Implementation	Results
Survey /Improved Communication Skills See Appendix F & G: Student Survey and Results See Appendix H: Management Survey and Results	Student survey completed by 176 out of a total of 210 students. Management survey completed by 36 of 75 managers.	Student responses-94% indicated increased communication skills Management responses-67% indicated increased communication skills of participating workers Management responses-47% indicated improvement in English usage of participating workers.
Survey/Increased productivity/ Improved attitude at work See Appendix F & G:Student Survey and Results See Appendix H: Management Survey and Results	Survey completed by 176 out of a total of 210 students. Management survey completed by 36 out of 75 managers. *Management at Levi Strauss indicated that productivity was not a problem, therefore management not surveyed on this issue.	Student responses-73% indicated increased productivity at work Management responses-47% indicated improved attitude at work of participating workers
Survey/Attendance See Appendix F & G: Student Survey and Results See Appendix H: Management Survey and Results	Survey completed by participants and managers	Participants response-74% indicated improved attendance at work Management response-42% indicated observing improved attendance of participating workers at work

Tool/Information/Data gathered and purpose	Implementation	Results
Attendance report/ Retention	Weekly class attendance reports completed by instructors	First cycle of classes January-March 1991 Level 1 141 enrolled/ 117 retained 83% retention 102 workers (87%) moved on to Level 2 Second cycle of classes April-June 1991 Level 1 and Level 2 324 enrolled/ 254 retained 78% retention 228 workers (90%) moved on to the next cycle Third cycle of classes August-October 1991 Level 2 and Level 3 252 enrolled/ 210 retained 83% retention
Survey/Increased Self-Esteem See Appendix F & G: Student Survey and Results See Appendix H: Management Survey and Results	Survey completed by 176 students out of 210 students. Survey completed by 36 out of 75 managers.	Participant responses-96% indicated increased self-esteem Management responses-58% indicated increased self-esteem in participating workers
Survey/General program effectiveness See Appendix F & G: Student Survey and Results See Appendix H: Management Survey and Results	Survey completed 186 out of 210 students. *This tool completed by more students than the survey used above. Survey completed- 36 out of 75 managers.	82% of participants indicated program met overall needs in terms of attention, satisfaction, relevance and confidence.

Tool/Information/Data gathered and purpose	Implementation	Results
Survey/Teacher evaluation See Appendix G: See Student Survey and Results	Survey completed by 186 out of 210 students.	Overall satisfaction with instructors indicated by 91% of participants

Comments on Survey/Evaluation: Had to alter method of delivery of survey due to decentralized management structure at each plant location. Some plants responded better to managers handing out and collecting surveys. Other plants responded better when our instructor/facilitators made one-on-one contact to deliver and collect the surveys.

Tool/Information/Data gathered and Purpose	Implementation	Results
Woodcock Language Battery/used to test overall language ability for placement at beginning of program	Assessment conducted on individual testing session *Time consuming to conduct because of one-one-one administration.	October 1990 tested approximately 1,000 Levi Strauss worker/volunteers at 7 plant locations in El Paso. Used total test scores to determine ranges for levels and placement of workers in levels. Ranges also assisted in curriculum development.

Comments: Many workers insisted on beginning in Level One even when their test scores indicated placement in higher levels.
The number of Levi Strauss workers who responded to recruitment and requested testing was a greater number than anticipated. It took three months with a team of seven assessment specialists to test 1,000 workers.

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Tool/Information/ Data Gathered/ Purpose		
Partnership Evaluation See Appendix K: Mario Griffin, Manager of Community Affairs, Levi Strauss Letter to Bob Haas, CEO of Levi Strauss. See Appendix L: See Levi Strauss brochure on The Cutting Edge: Workplace English program.	On-going task force meetings including Levi Strauss management	Levi Strauss plants contracted with El Paso Community College to continue program with company. Other Levi Strauss plant locations outside of El Paso have asked to field test this program. American Garment Finishers, a garment finishing company, contracted throughout 1991 with El Paso Community College to deliver the program under development to their garment workers.
Staff Evaluation of Curriculum, Lessons and Videos See Appendix I: See Instructor Evaluation of Program Form. See Appendix J: See Instructor Evaluation of Video Form.	Written evaluations of lessons and themes by class participants. 83 out of 117 enrolled completed evaluations in March 1991. 36 staff meetings held weekly during 1991 provided feedback on lessons, themes and videos. Written evaluations of videos by eight instructors recorded responses of approximately 200 workers.	All feedback instrumental in redesign of lessons and videos. Ethnicity, gender, and job tasks were analyzed in instructional materials to reflect a culturally diverse workforce and demonstrate a variety of skilled labor.
Staff Evaluation of Program See Appendix I: Instructor Evaluation of Program form.	Written evaluation competed by instructors	Anecdotal comments indicate program success but needed areas of improvement, i.e. improved assessment design and training.

Tool/Information/Data/Purpose	Implementation	Results
Dissemination/ Evaluation See Appendix M: Sample articles from periodicals and newspapers.	Presentations at conferences: Adult Literacy and Technology Conference/ Costa Mesa, California AAACE in Salt Lake City, Utah Workforce Institute in Galveston, Texas Private Industry Council in San Antonio, Texas National Private Industry Council in Corpus Christi, Texas Director's Meetings in Atlanta, Georgia and Washington, D.C. Periodical/ Newspaper/ TV/ Radio Coverage: El Paso Times El Paso Herald Post West Side News BCEL Newsletter The Written Word KTSM-TV/ Radio KVIA TV-7 KDBC TV-4 KINT-TV Vocational Education Journal Fall Levi Strauss used Durazno Public Relations of Los Angeles to send information about the program to numerous publications.	Mailed 350 information packages containing sample lessons, reading materials, and instructional model overview to educators, labor unions and private industry. Currently receiving additional requests for information, video samples, requests for in-house training of other educators, and additional requests to present at regional and national conferences. Receiving requests from industries other than garment manufacturers for similar programs (hotel, hospital, and equipment manufacturers). Levi Strauss plants from across the United States have been requesting information about availability of program.

Comments: El Paso Community College has been talking with publishers in order to distribute the curriculum. Conference evaluations reflect positive feedback on quality of curriculum. Ford Foundation consultant, Marian Schwarz reviewed curriculum, observed classes and interviewed Levi Strauss personnel.

VIDEO DEVELOPMENT PROCESS

The five step instructional approach, as described in the curriculum section of the handbook, provided the framework for the video development process for **The Cutting Edge**. Originally, developers planned to produce a "talking head" program. As developers became more involved in the process of constructing the video curriculum, it became obvious that a "talking heads" approach was inconsistent with whole language. Thus, the video framework for the curriculum that emerged used the workers, their experience and their work environment for the teacher and context of instruction.

While an in depth explanation of the video development process is beyond the scope of this handbook, a short explanation of key steps is provided below.

PHASE ONE: Pre-Production

1. **Identify the target audience**
2. **Describe the objective of the videotape**
3. **Conduct research**
4. **Write a script**
5. **Develop a shooting schedule**

Identify the target audience. This is the first task in developing a video project. Discovering who the audience is, why they will be viewing the program, and what their subject knowledge and background is will provide a clearer idea of the content of the videotape.

Describe the objective of the videotape in order to match the project goals with the target audience and develop a purposeful and useful program. One of the project objectives of **The Cutting Edge** was to develop a program that would be generic to the garment industry. Therefore, the language used in the script material needed to reflect general manufacturing principles and terminology as opposed to the specific language of a particular worksite. In conjunction with this objective, **The Cutting Edge** chose to avoid visual reference to the company as much as possible. We were in partnership with a jeans manufacturer but needed to develop a program that was useful to other clothing manufacturers. Developers decided to minimize company references in order to produce a more generic product. Consequently, the video production crew was instructed to set up shots without highlighting the company insignias or trademarks. This was also a concern during the post-production phase as well. The editors had to select shots with minimal company reference.

Research. The research process was an integral part of the curriculum development process. Script research was undertaken concurrently with curriculum research and development. One of the program objectives was to develop a job specific curriculum. The task then was to define job specific within a generic environment. In working to meet diverse program goals, the developers chose to broaden the curriculum base through the use of job specific themes. Consequently, the research process consisted of learning about the garment and manufacturing industry in order to generalize across the curriculum.

Video production began with documentation of the literacy and basic skills inherent in the job tasks of the workers who participated in the pilot class. This documentation began early in the project and served as a research tool about the company, the job tasks, and the workers. The curriculum themes emerged while in this research phase. The video documentation served as a stock footage library of job tasks, apparel production and finishing processes.

Write a script. Project Coordinators worked collaboratively in developing the script content although the Technical Coordinator served as the primary script writer. Once a first draft was prepared, key task force members from the company reviewed the script for technical accuracy and further content suggestions. All materials were originally authored by project personnel and reviewed by company representatives before narration recording. With permission of the students, many "stories" of workers that were shared with project staff over the course of development were retold and produced as reading pieces for the curriculum.

Develop a shooting schedule. Schedules emerged as necessary for production and grant deadlines. Most video was selected from existing footage gathered during the research phase of the project. The company and workers were very cooperative in participating in production. They often acted without rehersal and permitted the interruption from a video crew on the production floor.

PHASE TWO: Production

1. Revise script for production

2. Complete location and studio shooting

3. Complete narration recording

Revise script for production. Since the curriculum was an emerging curriculum with the need for a "product" upon completion, developers chose to continue to revise material throughout the grant project. Our location shooting objective was to gather as much documentation on the themes that were being revised in the curriculum development process. Consequently we weren't working off a revised script, but rather working to document job specific contexts for the themes that were emerging in the curriculum development process. Final scripts were revised to reflect specific footage in the stock file.

Complete location and studio shooting. Location shooting was an ongoing component of the production process. The only "studio" shooting was done at the plant site where the production crew interviewed workers in an office setting. These situations were more formally "lit" and the backgrounds designed from the elements at hand. For instance, the production crew interviewed workers in an office setting using workplace props to create a more interesting "talking head". The technical coordinator secured permission to videotape, scheduled crews and equipment, contracted with narrators for each videotaping, and scheduled recording studio time.

PHASE THREE: Post-Production

1. Complete edit

2. Complete script transcriptions

3. Duplicate tapes for distribution

Complete edit. The production team completed the videotapes at full broadcast quality in order to facilitate production. Because the staff chose to on-line the production materials, instead of first executing a rough cut, the need for greater clarity of the purpose of the visuals was necessary before the editing process began. Meetings were held between the technical coordinator and editors to clarify useful footage and the style of delivery.

Complete script transcriptions. Script transcriptions were necessary to match reading scripts with curriculum reading materials. This was an on-going process that was completed by independent proof viewers. Upon finalization of the production, developers realized the need for a transcription of the Step One video material- the "mini-doc". Therefore, a transcription was created of the script for each of the theme videos and included in the instructional materials.

Duplicate tapes for distribution. Following completion of all the written material and the accompanying videotapes, a system for immediate duplication was put in place. The grant project was serving multiple field test sites and was simultaneously receiving requests from around the country for additional sets of materials. Because of the amplitude of orders, an off-site vendor has been selected for future duplication of the materials.

WHAT PROJECT STAFF LEARNED

The Students

The students taught the staff about their workplace, their jobs and their motivation to learn. Student attendance and retention in the program was good. Retention throughout the three level program was more than 70% Levi Strauss management's support along with strategic scheduling of classes contributed to the high attendance and retention of students. Levi Strauss workers were highly motivated and determined to learn, and many students expressed great appreciation for the convenience of having classes at the plant sites. These factors greatly influenced student participation and their successful completion of classes.

Students initially demonstrated that the Levi Strauss plants in El Paso have a working environment that operates primarily in Spanish. Yet, the students themselves recognized a need and expressed a desire for greater skills in English. When the project staff began the initial assessment and task analysis process, some plant managers expressed doubts about the voluntary response of workers to English classes. The response of approximately 1,000 workers wishing to participate throughout seven plant locations was a surprise to the project staff as well as to the company.

Managing the Program

In scheduling classes, company supervisors made the final decisions as to the time and location for classes. The company's production was always a priority. At

some plants, production demands occasionally prevented some workers from attending class. Flexibility on the part of instructors was necessary in adapting to workplace needs. Occasionally, classes were canceled because of other training meetings having priority over limited classroom space.

More students signed up for class than there was classroom space and funding available under the grant. The company was able to offer other company designed training classes to those students unable to immediately enroll in the English classes.

Staff Training

The need for on-going staff training cannot be underestimated in preparing an instructor for the demands of delivering a job specific workplace curriculum. Job specific instructional issues that naturally emerge from a dynamic workplace are particularly acute in an on-site delivery system. Particularly, instructors needed more training in helping students to deal with the fears and frustrations of learning a second language with a non-traditional methodology. Students in a workplace undergoing change have a lot to talk about. Bringing this dialogue into focus within a job specific curriculum design is challenging. It can also provide great instructional 'moments'. On-going training provides the best support structure for using the curriculum developed with this grant.

Instructors were evaluated and observed in the classroom by the instructional coordinator. Project staff identified areas that needed improvement and addressed these areas in weekly staff meetings. The parameters of the grant project did not

allow for further staff development. In planning a workplace educational strategy, coordinators would encourage a strong on-going staff development and education plan.

The Company

Over the past two years the project staff had a unique opportunity to observe the stages of change in a large manufacturing organization. The task force, comprised of LS & Co. personnel and project staff, was not always able to articulate a picture of the level of language and basic skills needs for their workforce. The company had invested in training programs for their workforce that required ESL and basic skills competency. It was a goal of the project to identify and help provide these skills so employees could better benefit from internal training. At the end of the grant project, Levi Strauss & Co. continued ESL training for their employees by contracting with the College to provide classes at most El Paso plant locations.

Since the grant project, Levi Strauss & Co. has adopted a national corporate literacy initiative. Consultants, through a program called BELL, (Basic Education and Learning at LEVI) are in charge of implementing a national corporate educational strategy for the company. The project staff are now learning to work with other levels of the company and with outside consultants hired by the company to implement an internal initiative. The need for flexibility among all entities in order to maintain a creative working environment has been important to the on-going growth of the partnership. Building strong partnerships among business and

educational entities requires an environment of open communication and a willingness to reinvent solutions. There was never just one way of solving a problem and often, never the same of way of solving a *similar* problem further down the line.

The College and Levi Strauss & Co. are working on a second grant project to develop a Basic Skills curriculum. The dynamics of a partnership between industry and education continue to be explored as the project staff accomplish grant objectives and the company considers different approaches to allign training with the needs of the business.

The Curriculum

The curriculum development team researched the garment industry in general and in particular researched alternative management strategies that impact assembly line workers. Constant feedback from the instructional staff who had daily contact with production workers, assisted the development and redesign of lessons, reading materials and videotapes. The curriculum has continued to be used by the company because of the thematic approach to the materials. A narrow focus on isolated job tasks would have rendered the curriculum obsolete before the grant period ended.

While the curriculum has been well received, some workers and human resource managers indicated that workers grew tired of workplace themes and content. One goal of the curriculum team was to produce job specific materials that used videotapes, workplace materials, and text to address a multitude of issues. Some instructors, using the curriculum independently under the BELL program, are

incorporating text and materials that would be regarded as 'life skills'. Developers believe that this is an advantage to the structure of the final curriculum materials.

Assessment

A key area that needs to be addressed is accessing the impact of the video on participants' learning English. Another needed area of evaluation is to determine how much English is used by each class participant before, during and after the program. The assessment tools need refinement and more systematic implementation. Also, the information gathered by the assessment tools lack comparative data. The project staff needs more training on assessment measures and on overcoming the learners' resistance to the assessment process. Some assessment decisions would have been made differently with more investigation and information. For example, the Woodcock Language Proficiency Battery was the initial assessment tool used in placement. The test was expensive to administer because it had to be administered individually. It was time consuming and necessary to have a team of trained specialists to conduct it.

GENERAL RECOMMENDATIONS

1. Explore the company immediately. Interview workers and management and spend time on the production floor getting to know the culture of that workplace. This can be done in conjunction with task analysis and general needs assessment of the workplace. Videotape is a valuable tool in this exploration process. Formal task

analysis comes as a natural next step following an understanding of the overall plant and production process.

2. If possible, negotiate for office space within the company. The company may not be able to offer all project staff an office, but find some way to have a day to day presence at the production site. This would facilitate the collection of workplace forms that employees use on a daily basis and help to establish a strong communication pattern between program participants.

3. When recruiting student workers, use the established communication systems but be aware that communication systems may vary from plant site to plant site. Some companies do not communicate to their worker base by memorandum. For **The Cutting Edge**, group presentations worked best, especially presenting to those supervisory personnel or individuals who directly communicated with workers.

4. If the team of curriculum developers differs from those that deliver instruction, have all instructors observe their students on the job. This is important not only in training facilitators but in making company management and workers aware of the commitment and purpose in developing a workplace curriculum.

5. Look at the big picture of business processes. Avoid focusing on a narrow mechanical view of singular job tasks. The broad view of any organization can be very revealing and in conjunction with research on overall industry trends will be beneficial to any development and partnership process.

CONCLUSION

Since the beginning of the project, Levi Strauss and Co. has made cross training a very important part of the new work process. This change has seemed to make workers more aware of their own communication needs in English and in Spanish. Some students, for the first time in their working history, made complete presentations to other workers and/or supervisors in English. Some participants have gone on to other educational programs and new jobs within the company. Evaluation tools showed that students made gains in their knowledge and use of English.

The response of Levi Strauss personnel to The Cutting Edge program has been very satisfying. Workers and managers indicated in surveys and testimonials that participants in the program have gained greater skills in communication, showed improved self-esteem, improved attendance at work, and displayed a more positive attitude toward change.

The project staff feels that **The Cutting Edge: Workplace English** is a flexible curriculum and is responsive to the emerging needs of the workers. Other educators and business people have indicated that many of the themes of The Cutting Edge program are appropriate for other manufacturers. This curriculum is a beginning. The project staff hopes to have it copied, modified and enhanced by other educators, other industry trainers, publishers and workers.

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Appendix N Literacy Education Action Program List

Appendix O **The Cutting Edge: Workplace English Instructional Guide**

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MODEL PROGRAMS

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Demonstration Project for Televised Literacy/TeleLea, ESL/Literacy program, El Paso Community College; El Paso, Texas

J&J Register Demonstration Project, ESL/Literacy Instructional Program El Paso Community College; El Paso, Texas

Stage One: The Natural Approach to Speaking English, English Language Instructional Video Program; Anaheim, California

Industrial Sewing Curriculum, Vocational-Technical Education Consortium of States; Decatur, Georgia

Hotel Industry Literacy Program, ESL/Workplace Instructional Program Educational Technologies, Inc.; Trenton, New Jersey

JOB ANALYSIS OBERVATION/ INTERVIEW

Position Title:

Job Task:

Description (two sentences) :

QUESTIONS

What technical job knowledge is required to perform your task/job task?

What past job experience is required to perform that task/job?

What types of training or education are required to perform that job?

What skills (traits, characteristics) are required to perform your job?

Are there any barriers to effectively completing your job? If yes, what are these?

What types of communications (written or oral) do you have with people within your organization? Outside of the organization?

Do you make presentations before a group?

What are the major job tasks that you perform each day? List in order?

Is there anything else that we have not covered that you think I should know?

What is special/unique about working here at Levi Strauss/in the garment industry?

Are there any physical demands of your job? Any dangers or hazards?

THE CUTTING EDGE: WORKPLACE ENGLISH **LESSON PLAN**
Tools of the Trade **LEVEL ONE**

Materials needed:

* Videotapes: The documentary **Tools of the Trade** and the reading video **Victoria**.

* Copies of the reading to accompany the videotape **Victoria** for every student.

* If needed, copies of the cloze activity for every student.

* Drawing paper.

* Markers or crayons.

Application Activity Review

If there was a previous lesson, review it and answer questions students may have.

Ask students to share their Application Activity with the rest of the class.

Initial Language Input

1. Show the documentary video **Tools of the Trade**. (Note to instructor: See enclosed **SCRIPT** for review of the contents of the videotape)

2. Check comprehensibility;

   - Find out what students have understood of the contents of the video.

   - Have students summarize the videotape orally, in English or in their native language.

Language Input with Reading

1. Show the reading video **Victoria**. During the first run-through, have students listen carefully to the narrator. During the second run-through, ask students to read the words that appear on the screen.

2. After the video ends, give students a copy of the reading **Victoria**.

3. Have students read **Victoria** silently.

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4. Have students summarize the reading orally, in English or in their native language.

5. Have students read **Victoria** aloud.

6. Discuss unfamiliar vocabulary words and their meanings.

7. Ask confident students to read **Victoria** to the rest of the class. Or, students can take turns reading one sentence at a time aloud.

8. Administer the cloze activity or dictation activity as appropriate.

9. Review and discuss the cloze activity or dictation activity as appropriate.

Learning Activity

Separate the class into groups and give each group drawing paper and markers or crayons. Have group members draw pictures of their work stations, including tools and machinery, on the top half of their paper.

Language Experience

Ask group members to help each other write words or sentences under their drawings that describe the tools and machinery they use to do their job. For example, sewing machine, screwdriver, etc.

Allow enough time for groups to present their drawing to the rest of the class when they are finished.

Application Activity

Each student should talk to a co-worker who has a different job within the plant. Students should write words or sentences about the tools and machinery their co-worker uses and bring them to the next class meeting.

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TOOLS OF THE TRADE SCRIPT

NARRATOR: Operators and their machines..
workers and their tools...equipment...productivity...quota....
Some workers use markers and rulers to do their job. Others use complicated machinery.

A quality auditor uses few tools. While an operator doing the watch pocket operation uses a sewing machine, scissors or nippers, and an air hose.

EDUARDO GUERRERO:
I operate a tow motor, which is, a forklift. I'm a forklift operator... I'm licensed to drive a forklift. I've utilized a palate jack a lot, which is an electronic palate jack. Mainly my other tools are a pen. I usually just have a pen. I work a lot with my, you can say, my brain. My work is not very physical its a lot of mental, ... count piece by piece of the parts and make sure everything that comes in is complete.

ALICIA REYES:
What we need is a six inch ruler, a pen, staple, some carts.

NARRATOR: We invented tools to help us do tasks we could not do with our bare hands. As work changed, do did our tools.

The invention of electricity gave us the ability to create machines. As a result, our tools and equipment became more complex and more powerful. Work became more mechanized.

Modern equipment enables a worker to be more precise...

Modern equipment enables a worker to perform one task - sewing for instance - in many different ways.

JOSE MENCHOR:
That if the employee is working in an environment where he feels more comfortable, that employee is going to produce, a quality product.

NARRATOR: Ergonomics allows companies to design work stations that fit operators. Equipment can be arranged to meet the individual needs of a worker. Adjustments, such as this one, are more productive. The equipment is arranged safely and comfortably to suit the worker.

TOOLS OF THE TRADE SCRIPT

NARRATOR: Equipment can be simple or complex. A worker uses this piece of equipment to do a job that someone once did by hand.

Here a worker uses a complex machine...

Here a worker uses a simple tool...

Often, modern sewing machines have time saving and energy-saving devices. For example, the folder on a sewing machine is a time-saving device for saving the operator time.

Here an automatic stacker does the work some operators do by hand. A worker using modern equipment can produce more in less time with less fatigue.

Sewing machine operators usually clean their machines every day. This daily maintenance--cleaning and oiling--- is very important. It keeps the machine in good working condition and helps prevent breakdowns. When a breakdown does occur, workers follow specific guidelines.

The mechanic usually needs to talk to the operator about the machine to help him decide what is wrong. If the breakdown will take some time to repair, the operator may need to move to another machine.

BEA CHACON:
If there's a spare machine you have to work on the spare machine. And you can work on the spare machine but, its like wearing your tennis shoes. You know, I can run in your tennis shoes but, I can't run as fast as I can in mine.

NARRATOR: Some companies are teaching operators how to make simple repairs and adjustments to their machines. Most operators already change needles and tension on the bobbins.

But most important is the daily maintenance--cleaning and oiling the machine.

Operators and their machines....

Workers and their tools of the trade....

Victoria

My name is Victoria. I am a sewing machine operator in a factory that makes jeans and slacks. I do the waistband operation. I use several tools to do my job. The most important tool I use is my sewing machine. I take care of my machine so that it will work well.

My sewing machine has many parts. Each part serves a different function. For example, the cones hold the thread on the thread stand. The thread flows to the needles and loopers. I make sure I select cones with the correct color and weight of thread when I begin working. The color and weight of the thread depends on the kind of garment that I am sewing.

My machine has two devices that save time and energy. One device is an automatic folder. It folds the waistband for me quickly and correctly. After I sew the waistband to the garment, I use automatic scissors to trim the band. All I do to operate these scissors is press a button. Both devices save me time and energy.

I must clean and oil my machine daily. It takes a little time to do this maintenance, but my machine works better when I clean and oil it.

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TOOLS OF THE TRADE **LEVEL ONE**
Cloze Exercise

Victoria

My name is Victoria. I am a sewing machine operator in a factory that makes jeans and slacks. I do the waistband operation. I use several _____ to do my job. The most important tool ____ use is my sewing machine. I take care _____ my machine so that it will work _____.

My sewing machine has many parts. Each part _____ a different function. For example, the cones hold _____ thread on the thread stand. The thread flows _____ the needles and loopers. I make sure I _____ cones with the correct color and weight of _____ when I begin working. The color and weight _____ the thread depends on the kind of garment that _____ am sewing.

My machine has two devices that save time _____ energy. One device is an automatic folder. It folds _____ waistband for me quickly and correctly. After I ____ the waistband to the garment, I use automatic _____ to trim the band. All I do to _____ these scissors is press a button. Both devices _____ me time and energy.

I must clean and _____ my machine daily. It takes a little time ____ do this maintenance, but my machine works better _____ I clean and oil it.

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HOLISTIC WRITING SCALE

6 Points: Sentences long and sometimes complex. Paragraphing may be present in the writing. Ideas are clear. More difficult vocabulary present. Writing is done with a flair showing expression in feelings, description, rich detail.

Writes English with few, if any, noticeable errors of grammar or word order.

5 Points: Unity in meaning throughout writing. Sentences long with some detail.

In general, writes "good English", but with occasional grammatical or word-order errors which do not, however, obscure meaning ("I am needing more English").

4 Points: Natural sentence structure. Meaning of writing is clear to the reader. Some attempt at logical order.

Meaning occasionally obscured by grammatical and/or word-order errors.

3 Points: Meaning not always clear. Random ideas with little unity. Sentence structure recognizable.

Grammatical usage and word-order definitely unsatisfactory;restricted basic structural patterns (like subject-verb or uses simple present tense where past or future should be used.

2 Points: Little detail if any. Incomplete sentences but more sentence structure that gives support in delivery of meaning.

Errors of grammar and word-order make comprehension quite difficult.

1 Point: Reader might have to guess or assume meaning. Very little written on student's own initiative. Sentence structure consists of broken phrases and individual words.

Writing is so full of grammatical and word/order errors as to be virtually unintelligible "to the man on the street".

PARTIAL DICTATION INSTRUCTIONS FOR LEVEL I

TIME TO ADMINISTER: 30 - 40 minutes
SELECTION: "My Name is Angela"

The student is given a reading selection from which words and phrases have been omitted. The instructor has the complete reading selection from which to dictate. The student will read along as the instructor dictates the entire selection.

The instructor is to read the dictation three times.

1. During the first reading students are to listen only. This reading is done in a natural way with appropriate pauses.

2. In the second reading, the instructor will read the entire selection again but this time subvocalizing twice the words that are missing from the students selection. Students are to write in the missing words in the blanks.

3. The third and final reading is to be a natural reading while students check their work.

GRADING INSTRUCTIONS

1. Ignore spelling. If the meaning is decipherable, it is correct.

2. Count correct words.

3. Ignore punctuation in the grading process.

My Name Is Angela

My name is Angela. I work for the Apparel Company. My plant is located on the east side of the city. We make jeans. The factory employs 530 people. The plant is open 24 hours a day. There are three shifts. I work on the first shift.

My work day begins at 6:30 in the morning. I work in the section that sews watch pockets. A watch pocket is a small pocket in the right front pocket of jeans. I use a sewing machine, scissors and thread to do my job.

I receive bundles of jeans from the operator before me in the production line. The material handler, or "bundle boy" brings me bundles of watch pockets. I check the bundle numbers to make sure they match. If they are not from the same cut, the color and size may not match.

Next, I sew on the watch pocket and cut the thread with my scissors. I work very fast. It only takes me about three seconds to sew on the pocket. Finally, I check my work to make sure the pocket is placed correctly. Then I put the finished garment in a buggy for the next operator. I sew more than one thousand pockets every day.

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PARTIAL DICTATION EXERCISE

LEVEL I

My Name Is Angela

My name is Angela. I work for the Apparel Company. My plant is located on the east side of the city. We make jeans. _____ 530 people. The plant is open 24 hours a day. _____. I work on the first shift.

My work day begins _____. I work in the section that sews watch pockets. A _____ small pocket in the right front pocket of jeans. I _____ _____and thread to do my job.

I receive bundles of _____ before me in the production line. The material handler, or _____bundles of watch pockets. I check the bundle numbers to _____ _____. If they are not from the same cut, the color_____.

Next, I sew on the watch pocket and cut the _____. I work very fast. It only takes me about three_____ _____. Finally, I check my work to make sure the pocket _____ correctly. Then I put the finished garment in a buggy for the next operator. I sew more than one thousand pockets every day.

PARTIAL DICTATION EXERCISE

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Leadership – Part III

Qualities of a Good Leader

You may know someone at work who is a good leader. Why do you think that this person is a good leader? We usually judge a person's leadership ability by what they accomplish and how they accomplish it. Do they get a lot done? Do they do good things? Do they inspire people? Do they treat people fairly? If we analyze many good leaders, we find that there are some specific qualities that good leaders possess. Sometimes, a leader may naturally possess some of these qualities; they are part of the leader's personality. Or, a leader may learn new skills in order to be a better leader. You may not think of yourself as a leader. But if you have the desire to be a leader, and the willingness to learn and practice leadership skills, you may be able to become a leader. **Good leaders have an effective personality.** Most good leaders have a personality that attracts people to them. This is sometimes call charisma.

Good leaders have vision. They have a clear picture of their dreams. They see the big picture.

Good leaders are enthusiastic and energetic. They are self-starters. They share their enthusiasm about their dreams with the people around them.

Good leaders are good communicators. They know how to talk about their dreams in a way that will communicate the dreams vividly to other people.

Good leaders are flexible. Anybody who tries to accomplish a lot will find that flexibility is necessary. When you are faced with a problem, you have to be able to find

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another way.

Good leaders are organized. An organized person is an efficient person.

Good leaders are good planners. Good planning saves time and energy.

Good leaders know how to delegate. Delegating means analyzing the work that needs to be done and getting help. Most leaders have more work than they can handle. They must be able to decide what work they must do themselves, and then give the rest to a capable staff. A good delegator sets requirements, and then lets go of the work they give away. They do not try to control everything.

Good leaders know how to work with people. Good leaders treat people fairly. They treat people with trust and respect. They know how to build a team that will support them.

Good leaders are good teachers. Leaders teach ideas. They teach their staff how to help them accomplish their goals.

Think about the leaders you come in contact with at work. Or think about yourself. What leadership skills do you already have? What skills do you need to work on? Do you think you could be a good leader?

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CLOZE EXERCISE LEVEL III

Leadership -- Part III Qualities of a Good Leader

You may know someone at work who is a good leader. Why do you think that this person is a good leader? We usually judge a person's leadership ability by what they accomplish and how they accomplish it. _____ they get a lot done? Do _____ do good things? Do they inspire _____? Do they treat people fairly? If _____ analyze many good leaders, we find _____ there are some specific qualities that _____ leaders possess. Sometimes, a leader may _____ possess some of these qualities; they are part of the leader's personality. Or, _____ leader may learn new skills in _____ to be a better leader. You _____ not think of yourself as a _____. But if you have the desire _____ be a leader, and the willingness _____ learn and practice leadership skills, you _____ be able to become a leader. _____ **leaders have an effective personality.** Most _____ leaders have a personality that attracts _____ to them. This is sometimes call _____.

Good leaders have vision. They have _____ clear picture of their dreams. They _____ the big picture.

Good leaders are _____ and energetic. They are self-starters. They _____ their enthusiasm about their dreams with _____ people around them. **Good leaders are** _____ **communicators.** They know how to talk _____ their dreams in a way that _____ communicate the dreams vividly to other _____.

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Good leaders are flexible. Anybody who _____ to accomplish a lot will find _____ flexibility is necessary. When you are _____ with a problem, you have to _____ able to find another way.

Good _____ **are organized.** An organized person is _____ efficient person.

Good leaders are good _____. Good planning saves time and energy.

_____ **leaders know how to delegate.** Delegating _____ analyzing the work that needs to _____ done and getting help. Most leaders _____ more work than they can handle. _____ must be able to decide what _____ they must do themselves, and then _____ the rest to a capable staff. _____ good delegator sets requirements, and then _____ go of the work they give _____. They do not try to control everything.

Good leaders know how to work _____ **people.** Good leaders treat people fairly. _____treat people with trust and respect. _____ know how to build a team _____ will support them.

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STUDENT TESTIMONIAL
PLANT - KASTRIN
FACILITATOR - JAMES TAGLE

Yolanda in Workplace English class at Kastrin said that when she got her "Real Time System" programmed she asked for English. The Real Time System is a computer terminal used to track time and production. Yolanda plans to practice on the job what she has learned in class. Yolanda is currently in Level III classes. She entered the Workplace English program as a Level II student.

Rosa, a student in Workplace English at Kastrin, said that since she is an sewing instructor at her plant, she works with management alot. Workplace English has helped not only her English but has helped in knowing more about her company. Rosa says she is involved in a new project committee at work, and she has been able to understand and give her opinions in English as well as contribute ideas in writing. Rosa feels the Workplace English class has even given her more confidence. Rosa is not afraid to speak up, especially in English. She began Level I classes at the beginning of the year and is currently in a Level II class.

James Tagle, Rosa's ESL instructor, says that Rosa's job requires more written skills than others and that Rosa works very hard at acquiring better writing skills. He has noticed that she is making fewer grammatical errors and has improved in using English.
Rosa plans to get her GED.

Additional evidence of the success of students participating in Workplace English classes is this testimonial about the impact of the program in other areas of students' lives.

Mercedes, a Levi worker and student in Workplace English, had a problem with her VISA card that she needed to correct. Mercedes called her daughter-in-law who speaks English and asked for help. The daughter-in-law refused and said that Mercedes should make the call herself since she was taking Workplace English classes at Levi Strauss. Mercedes made the call herself, spoke English with the VISA representative and resolved the problem.

James Tagle said that Mercedes, now in Level II classes has been in Workplace English classes since first entering Level I classes in April. Now, more and more she is successful in using English in her every day life.

STUDENT TESTIMONIAL
PLANT - GOODYEAR
FACILITATOR - LORENA PINON

Lorena Pinon, instructor at Levi Strauss' Goodyear plant, said that representatives from Levi came into her class to observe the progress of the worker/students. Mario Griffin, in charge of Community Relations in El Paso for Levi Strauss, was with the group and wanted to translate what the representatives said in English to Spanish for the benefit of the class. The Level III class immediately indicated that they understood what the representatives said in English and that translations were not necessary.

Human Resource Manager at Goodyear, Sylvia Alvarado, stated in a worker's meeting that the students from the English classes are using their English at work. She has witnessed students actively using their new language, English, on the job.

Lorena Pinon, instructor at Goodyear, said that one of her students Natividad, a graduate from one of the earlier Level I Workplace English classes, went to give a motivational speech to a new group of Levi worker/students in Workplace English class for the first time. Natividad spoke to the class about how much he learned and how to be successful. He used words like "motivation" and "sacrifice" in English to encourage his fellow workers to overcome their fears about class.

Felipe, the plant manager at Goodyear, attended a Level II class and said he was very satisfied with the English classes. He stated that his workers are improving their abilities in English.

STUDENT TESTIMONIAL
PLANT - CYPRESS
FACILITATOR - CHRISTINA BRIONES

Christina Briones, ESL instructor at the Cypress plant, reported that one of her students started class in January 1991 and had a very difficult time speaking any English. She is now more fluent, can hold longer conversations and can write English much better. The student now practices her English with her line manager. Recently, she went to an OSHA meeting at her plant which was conducted in English. She understood all that was said at the meeting and participated by speaking English.

STUDENT TESTIMONIAL
PLANT - EASTSIDE
FACILITATOR - CARMEN CADENA

Carmen Cadena, instructor at the Eastside plant, said that Hector has been in the English classes since January 1991. She said that Hector told her that for the first time he gave a three minute presentation in English in front of a group of supervisors on Thursday August 8, 1991. He told her he felt good because he was able to say it all in English for the very first time. Hector is currently in Level III class.

Angela in classes at the Eastside plant began Level I in January 1991 and is now in Level III. She interviewed for a sewing instructor position and she was able to answer all the questions that were asked in English. The group that interviewed her commented that her English had really improved.

Carmen Cadena, her instructor, says that Angela is very determined to get ahead in education and career wise, and that Angela has more self confidence.

Jesus began Level I in April 1991. He said that he has co-workers at Levi Strauss that don't speak any Spanish and before he felt uncomfortable speaking English to them. Now he speaks English to them all the time. If he makes a mistake, he has asked his co-workers to correct him.

Carmen Cadena, his instructor, says that Jesus has become more comfortable with English now that his ability with the language has improved. He tries to help his other classmates when they don't understand something.

STUDENT TESTIMONIAL
PLANT - PELLICANO
FACILITATOR - RUTH CUMMINGS

Ruth Cummings said that on Tuesday July 30th one of her students, Celso got to her class early and asked her to verify a letter that he had written to his supervisor concerning a batch of defective jeans. He had written the letter in English. Celso had conveyed the problem in detail and had included all the necessary information. He gave the batch number, the percentage of defects and the reason for the defect.

Ruth Cummings said she has gone to the plant and witnessed Marcial,one of her Workplace English students, speaking in English to a person in personnel. The conversation was about the English class and the entire conversation was in English.

STUDENT TESTIMONIAL
PLANT - LOMALAND
FACILITATOR - LUZ TABOADA

Luz Taboada, the instructor at the Lomaland plant, said that on August 13, 1991 Level III students were doing the "Language Input with Reading" segment of class. Each st dent was taking his/her turn at reading out loud. At the beginning of this cycle of classes, some students had been reluctant to read at all. It seemed an excruciating exercise for them, and one which they could not wait to pass on to someone else.

Luz said that on this particular day all the students were reading like they have never read before, especially two particular students. They finished one sentence and went on to the next and the next without assistance. For the first time, they pronounced a lot of words correctly without the instructor's help. Both workers were reading with a newly found ease.

Another student in Workplace English classes at Lomaland pointed out in class that even though no one in the class is any better than someone else, she just wanted to say that these two individuals had very noticeably improved since they had started in the program. The rest of the class concurred spontaneously. They all burst out with a loud cheer for these two women and for themselves in their efforts to learn English.

Name _____ Plant _____

Level _____

Worker/Student Evaluation

Please complete the following sentences:

1. I took Workplace English class

because: _____

_____

_____

_____

_____

2. The best part of this class for me

was: _____

_____

_____

_____

_____

3. Next time, I think the class should be changed

by: _____

_____

_____

_____

_____

Please answer the following questions.

4. Did you accomplish what you wanted to in Workplace English class? If so, in what ways? If not, why?_____

_____

_____

_____

_____

Please answer the following with "yes" or "no".

5. Do you feel that Workplace English class has helped you

improve your communication skills?_____

increase your productivity at work?_____

improve your attendance at work?_____

increase your self-esteem?_____

Explain._____

_____

_____

6. Would you recommend Workplace English class to other workers? Why or why not?_____

_____

_____

Other comments or ideas:_____

_____

_____

_____

WORKER/STUDENT EVALUATION
WORKPLACE ENGLISH

DO YOU FEEL THAT WORKPLACE ENGLISH CLASS HAS HELPED YOU.....

		YES	NO	NO RESPONSE
IMPROVE YOUR ATTENDANCE AT WORK				
	AIRWAYS	29	5	0
	CYPRESS	10	14	0
	EASTSIDE	20	3	0
	GOODYEAR	19	4	0
	KASTRIN	30	0	0
	LOMALAND	13	1	4
	PELLICANO	9	13	2
		130/74%	40/23%	6/3%
IMPROVE YOUR COMMUNICATION SKILLS				
	AIRWAYS	33	1	0
	CYPRESS	24	0	0
	EASTSIDE	20	3	0
	GOODYEAR	21	2	0
	KASTRIN	30	0	0
	LOMALAND	17	1	0
	PELLICANO	21	1	2
		166/94%	8/5%	2/1%
INCREASE YOUR SELF-ESTEEM				
	AIRWAYS	33	1	0
	CYPRESS	24	0	0
	EASTSIDE	20	3	0
	GOODYEAR	23	0	0
	KASTRIN	30	0	0
	LOMALAND	17	0	1
	PELLICANO	22	0	2
		169/96%	4/2%	3/2%
IMPROVE YOUR PRODUCTIVITY AT WORK				
	AIRWAYS	28	6	0
	CYPRESS	14	10	0
	EASTSIDE	18	5	0
	GOODYEAR	18	4	1
	KASTRIN	30	0	0
	LOMALAND	12	4	2
	PELLICANO	9	13	2
		129/73%	42/24%	5/3%
AVERAGE IMPROVEMENT FOR ALL CATEGORIES		148/85%	24/13%	4/2%

Plant _____
Level _____

Class evaluation
Workplace English

Please help us evaluate your class to make it better for future groups. CIRCLE your answer.

1. The class held my attention. AGREE DO NOT AGREE NOT SURE

2. What I learned in this class will help me in the future.
AGREE DO NOT AGREE NOT SURE

3. I do NOT see a link between what I learned in this class and the real world.
AGREE DO NOT AGREE NOT SURE

4. Having more people from the companies speak in class would make the lessons more real for me.
AGREE DO NOT AGREE NOT SURE

5. There were NOT enough chances to practice what I learned during class.
AGREE DO NOT AGREE NOT SURE

6. I feel better about myself now than before the class.
AGREE DO NOT AGREE NOT SURE

7. Class discussions were helpful to me.
AGREE DO NOT AGREE NOT SURE

8. The work was too easy. AGREE DO NOT AGREE NOT SURE

9. The reading material helped me learn.
AGREE DO NOT AGREE NOT SURE

10. This class helped me become a better worker.
AGREE DO NOT AGREE NOT SURE

11. I will use the skills I learned in this class on my job.
AGREE DO NOT AGREE NOT SURE

12. What I learned in this class will help me get ahead at work.

AGREE DO NOT AGREE NOT SURE

13. NOT MANY THINGS I learned in this class relate to my job.

AGREE DO NOT AGREE NOT SURE

14. The work in class was too difficult for me.

AGREE DO NOT AGREE NOT SURE

TEACHER

1. The teacher moved too slowly for me.

AGREE DO NOT AGREE NOT SURE

2. The teacher made the class interesting for me.

AGREE DO NOT AGREE NOT SURE

3. The teacher made sure we had enough practice in English.

AGREE DO NOT AGREE NOT SURE

4. The teacher linked what we learned in class to the real world and work.

AGREE DO NOT AGREE NOT SURE

5. The teacher knew a lot about what he/she taught.

AGREE DO NOT AGREE NOT SURE

6. The teacher did NOT explain things clearly.

AGREE DO NOT AGREE NOT SURE

COMMENTS: _____

_____

_____

_____

_____

_____

CLASS EVALUATION
WORKPLACE ENGLISH

ADDRESSED ISSUE:
A - ATTENTION S - SATISFACTION R - RELEVANCE C - CONFIDENCE

1. The class held my attention. (A)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	41	0	0	0
CYPRESS	30	0	0	0
EASTSIDE	21	0	0	0
GOODYEAR	21	0	0	0
KASTRIN	31	0	0	0
LOMALAND	18	1	0	0
PELLICANO	22	0	0	1
	184 / 98.0%	1 / 1.0%	0 / 0%	1 / 1%

2. What I learned in this class will help me in the future. (R)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	41	0	0	0
CYPRESS	30	0	0	0
EASTSIDE	21	0	0	0
GOODYEAR	21	0	0	0
KASTRIN	31	0	0	0
LOMALAND	19	0	0	0
PELLICANO	21	1	1	0
	184 / 98.0%	1 / 1.0%	1 / 1.0%	0 / 0%

3. I do NOT see a link between what I learned in this class and the real world. (R)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	16	22	2	1
CYPRESS	8	20	1	1
EASTSIDE	10	11	0	0
GOODYEAR	2	18	1	0
KASTRIN	13	14	3	1
LOMALAND	8	11	0	0
PELLICANO	1	17	5	0
	58 / 31.2%	113 / 60.7%	12 / 6.5%	3 /1.6%

4. Having more people from the company speak in class would make the lessons more real for me. (R)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	38	3	0	0
CYPRESS	23	1	5	1
EASTSIDE	10	9	2	0
GOODYEAR	18	3	0	0
KASTRIN	23	6	2	0
LOMALAND	18	1	0	0
PELLICANO	20	2	1	0
	150 / 80.6%	25 / 13.4%	10 / 5.0%	1 / 1.0%

CLASS EVALUATION
WORKPLACE ENGLISH

ADDRESSED ISSUE:
A - ATTENTION S - SATISFACTION R - RELEVANCE C - CONFIDENCE
WORKPLACE ENGLISH

5. There were NOT enough chances to practice what I learned during class. (C)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	13	24	3	1
CYPRESS	10	19	1	0
EASTSIDE	10	8	3	0
GOODYEAR	2	19	0	0
KASTRIN	20	10	1	0
LOMALAND	8	10	1	0
PELLICANO	1	21	1	0
	64 / 34%	111 / 60%	10 / 5%	1 / 1%

6. I feel better about myself now than before the class. (C)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	41	0	0	0
CYPRESS	27	3	0	0
EASTSIDE	20	1	0	0
GOODYEAR	18	2	1	0
KASTRIN	30	1	0	0
LOMALAND	17	1	1	0
PELLICANO	21	2	0	0
	174 / 94%	10 / 5%	2 / 1%	0 / 0%

7. Class discussions were helpful to me. (S)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	40	1	0	0
CYPRESS	29	1	0	0
EASTSIDE	19	1	0	1
GOODYEAR	18	3	0	0
KASTRIN	30	0	0	1
LOMALAND	18	1	0	0
PELLICANO	23	0	0	0
	177 / 95%	7 / 4%	0 / 0%	2 / 1%

8. The work was too easy. (S)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	13	24	4	0
CYPRESS	6	20	0	4
EASTSIDE	2	14	5	0
GOODYEAR	6	8	7	0
KASTRIN	17	11	2	1
LOMALAND	14	2	3	0
PELLICANO	1	18	4	0
	59 / 32%	97 / 52%	25 / 13%	5 / 3%

CLASS EVALUATION
WORKPLACE ENGLISH

ADDRESSED ISSUE:
A - ATTENTION S - SATISFACTION R - RELEVANCE C - CONFIDENCE

9. The reading material helped me learn. (S)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	41	0	0	0
CYPRESS	27	1	2	0
EASTSIDE	16	4	1	0
GOODYEAR	19	1	1	0
KASTRIN	31	0	0	0
LOMALAND	19	0	0	0
PELLICANO	22	0	1	0
	175 / 94%	6 / 3%	5 / 3%	0 / 0%

10. This class helped me become a better worker. (R)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	38	2	1	0
CYPRESS	20	6	2	2
EASTSIDE	18	0	1	2
GOODYEAR	18	0	3	0
KASTRIN	31	0	0	0
LOMALAND	15	2	2	0
PELLICANO	23	0	0	0
	163 / 88%	10 / 5%	9 / 5%	4 / 2%

11. I will use the skills I learned in this class on my job. (R)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	40	0	1	0
CYPRESS	24	6	0	0
EASTSIDE	18	0	2	1
GOODYEAR	19	1	0	1
KASTRIN	31	0	0	0
LOMALAND	19	0	0	0
PELLICANO	23	0	0	0
	174 / 93%	7 / 4%	3 / 2%	2 / 1%

12. What I learned in this class will help me get ahead at work. (R)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	41	0	0	0
CYPRESS	25	3	0	2
EASTSIDE	18	2	1	0
GOODYEAR	19	1	1	0
KASTRIN	31	0	0	0
LOMALAND	19	0	0	0
PELLICANO	23	0	0	0
	176 / 95%	6 / 3%	2 / 1%	2 / 1%

CLASS EVALUATION
WORKPLACE ENGLISH

ADDRESSED ISSUE:
A - ATTENTION S - SATISFACTION R - RELEVANCE C - CONFIDENCE

13. NOT MANY THINGS I learned in this class relate to my job. (R)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	15	26	0	0
CYPRESS	4	26	0	0
EASTSIDE	3	17	0	1
GOODYEAR	1	18	2	0
KASTRIN	7	19	5	0
LOMALAND	7	12	0	0
PELLICANO	0	22	1	0
	37 / 20%	140 / 75%	8 / 4%	1 / 1%

14. The work in class was too difficult for me. (C)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	8	32	1	0
CYPRESS	10	18	1	1
EASTSIDE	10	10	0	1
GOODYEAR	1	11	7	2
KASTRIN	15	12	4	0
LOMALAND	5	11	2	1
PELLICANO	9	14	0	0
	58 / 31%	108 / 58%	15 / 8%	5 / 3%

TEACHER EVALUATION

1. The teacher moved too slowly for me. (S)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	6	31	4	0
CYPRESS	5	25	0	0
EASTSIDE	0	21	0	0
GOODYEAR	4	17	0	0
KASTRIN	10	21	0	0
LOMALAND	4	14	0	1
PELLICANO	2	21	0	0
	31 / 16.7%	150 / 80.6%	4 / 2.2%	1 / .5%

2. The teacher made the class interesting for me. (A)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	40	0	1	0
CYPRESS	30	0	0	0
EASTSIDE	21	0	0	0
GOODYEAR	20	1	0	0
KASTRIN	31	0	0	1
LOMALAND	18	0	0	0
PELLICANO	21	2	0	1
	181 / 97%	3 / 2%	1 / .5%	1 / .5%

CLASS EVALUATION
WORKPLACE ENGLISH

ADDRESSED ISSUE:
A - ATTENTION S - SATISFACTION R - RELEVANCE C - CONFIDENCE

3. The teacher made sure we had enough practice in English. (S)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	40	1	0	0
CYPRESS	28	1	0	1
EASTSIDE	20	1	0	0
GOODYEAR	19	2	0	0
KASTRIN	30	0	1	0
LOMALAND	19	0	0	0
PELLICANO	23	0	0	0
	179 / 96%	5 / 3%	1 / .5%	1 / .5%

4. The teacher linked what we learned in class to the real world and work. (R)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	40	0	1	0
CYPRESS	23	5	1	1
EASTSIDE	20	0	0	1
GOODYEAR	21	0	0	0
KASTRIN	30	0	1	0
LOMALAND	19	0	0	0
PELLICANO	22	1	0	0
	175 / 94%	6 / 3%	3 / 2%	2 / 1%

5. The teacher knew a lot about what he/she taught. (S)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	40	1	0	0
CYPRESS	30	0	0	0
EASTSIDE	21	0	0	0
GOODYEAR	21	0	0	0
KASTRIN	30	0	1	0
LOMALAND	18	1	0	0
PELLICANO	23	0	0	0
	183 / 98%	1 /.75%	1 /.75%	1/.75%

6. The teacher did NOT explain things clearly. (S)

	AGREE	DO NOT AGREE	NOT SURE	NOT ANSWERED
AIRWAYS	8	28	5	0
CYPRESS	2	28	0	0
EASTSIDE	4	12	0	5
GOODYEAR	0	21	0	0
KASTRIN	5	24	1	1
LOMALAND	3	16	0	0
PELLICANO	0	23	0	0
	22 / 12%	152 / 82%	6 / 3%	6 / 3%

Plant _____

Management Evaluation
Workplace English

1. What kinds of comments have your heard about Workplace English from students or others?

_____

_____

_____

_____

_____

_____

2. Have you noticed any significant changes in your workers that are attending class? In attendance at work?
In communication skills at work?
In attitude at work?
In self-esteem?
In using English at work?

_____

_____

_____

_____

_____

_____

Comments or suggestions: _____

_____

_____

_____

_____

_____

MANAGEMENT EVALUATION
WORKPLACE ENGLISH

HAVE YOU NOTICED ANY SIGNIFICANT CHANGES IN THE WORKERS ATTENDING CLASS?

		YES	NO	NO RESPONSE
IMPROVEMENT WAS INDICATED IN ATTENDANCE AT WORK	#responses	15	1	20
	% of total	42%	2%	56%
IMPROVEMENT WAS INDICATED IN COMMUNICATION AT WORK	#responses	24	2	10
	% of total	67%	5%	28%
IMPROVEMENT WAS INDICATED IN SELF-ESTEEM	#responses	21	1	14
	% of total	58%	3%	39%
IMPROVEMENT WAS INDICATED IN ATTITUDE AT WORK	#responses	17	1	18
	% of total	47%	3%	50%
IMPROVEMENT WAS INDICATED IN ENGLISH USAGE	#responses	17	2	17
	% of total	47%	6%	47%
AVERAGE IMPROVEMENT FOR ALL CATEGORIES	#responses	18.8	1.4	15.8
	% of total	52%	4%	44%

INSTRUCTOR EVALUATION
WORKPLACE ENGLISH

NAME_____

1. Has teaching in a workplace literacy program been a positive experience for you?

_____

_____

2. Do you think staff development were adequate to prepare for your teaching assignment?

_____

_____

3. Were the instructional materials available sufficient to meet the needs of your students?

_____

_____

4. What problems, if any did you encounter? Could you make suggestions to overcome these problems ?

_____

_____

5. Other comments or suggestions:

_____

_____

_____

_____

The CUTTING EDGE
Video Evaluation Form

In order to help us better meet your needs and the needs of your students, your feedback and evaluation of the in-class videos is greatly appreciated. Please answer the following:

In what ways did the video stimulate the students ?

In what ways did the video stimulate discussion in the direction of the initial inquiry?

In what ways did the video fail to interest the student?

How challenging was the language useage? (10 as dense and challenging and 0 as boring and too simple) choose one:

10 9 8 7 6 5 4 3 2 1 0

Which exercises did the students like/ dislike? How were they useful /ineffective?

Does the level of the language in the tape and comprehension need of the student match and challenge the student?

Please use the second page to make any additional comments about the use of the video and list any direct comments from students. Thank you.

April 7, 1991

Dr. Carol Clymer Spradling
National Workplace Literacy Grant
P.O. Box 20500
El Paso, Texas 79998

Dear Dr. Clymer:

This letter will serve to update you on a recent visit by Bob Haas, CEO of LS & Co. and his comments regarding the Workplace Literacy classes. I would like to thank Ed Rodriguez, the instructor at the Pellicano site for letting us sit in with the class.

Mr. Haas was impressed with the level of commitment exhibited by our employees in class at the Pellicano facility. He spent about three quarters of an hour observing the class and then asked question of participants. Immediately after the class, we sat down to talk about the company's efforts moving forward.

In January, Levi's Executive Management Committee(EMC) met to review our progress and adopt a Literacy and ESL proposal by the human resources group in the field. The end result of this meeting was that every domestic Levi Strauss facility will have company-wide standard literacy programs by the end of the year. At the present time, two literacy task force exist at Levi, one in Knoxville and the other here in El Paso. Additionally, the company proposal requires that three external consultants be retained on one year renewable contracts to provide appropriate expertise. At one point, CEO Bob Haas stated that the resources necessary to get the literacy and English effort accomplished would be no problem. In all sincerity, I believe Levi Strauss will keep this commitment to meet the needs of our employees.

One final item, I asked Dorothy Barron of the National Workplace Literacy Grant program to send me a list of class participants at Pellicano. Mr. Haas wants to send each Levi worker enrolled in class a personal letter.

I will fill you in with details as they become available. Be assured that we will be looking to you and the El Paso Community College for guidance and ideas as we move on this very important literacy initiative for our company.

Sincerely,

Mario A. Griffin
Manager of Community Affairs
Southwest
Levi Strauss

Something wonderful's happening in El Paso....

Hector Chavez has worked at Levi Strauss & Co. in El Paso for 20 years. Ten months ago, he spoke only Spanish. On Thursday, August 8, 1991, Hector gave a three-minute presentation — totally in English — to a group of co-workers and supervisors at the plant. He told his instructors he felt proud to have been able to express himself in his new second language.

Marisela Rodriguez has been a sewing machine operator at Levi's Airways plant for five years. As a level III student, she has dedicated over 90 hours during the past eight months in the English classes held weekly at the plant. Although she still gets nervous when she's about to speak English, she's determined to continue improving upon her new skill. She's grateful to her family for helping with her homework, and to Levi Strauss & Co. for the opportunity they have given to all their employees.

On July 30, 1991, Levi's Pellicano plant worker Celso Contreras asked his teacher to check a letter he had written in English to his supervisor concerning a batch of defective jeans. (Celso has been taking English classes at his plant since January 1991.) The letter was perfect: Celso had conveyed the problem in detail and had included all the necessary information. He gave the batch number, the percentage of and reasons for all the defects.

Something wonderful has been happening during the past year at seven Levi's plants in El Paso, Texas. Through an innovative partnership with El Paso Community College's Literacy Center and the Office of Vocational Education, U.S. Department of Education, more than 400 Levi's employees have enrolled in "The Cutting Edge," a workplace English-as-a-Second-Language (ESL) Program that has enriched their lives on the job and at home.

"Levi Strauss & Co. has always derived its strength from its employee base. As a nationwide model for workplace literacy, The Cutting Edge will continue to empower our employees and enhance their opportunities for career advancement" —
Mario Griffin, Community Affairs Regional Manager, Levi Strauss & Co., El Paso

Seeds for the Workplace ESL program were planted in 1980 when Levi Strauss & Co. pledged $45,000 to found the Literacy Center at El Paso Community College. In 1987, the Literacy Center began experimental English classes on closed-circuit TV involving more than 500 workers over a three-year period. And in 1991, the Cutting Edge Literacy Program at Levi's bloomed as one of 36 model business/educational partnerships across the nation receiving U.S. Department of Education funds.

"Those of us who have entered the workforce must continue learning if we are to live and work successfully in today's world. A 'Nation at Risk' must become a 'Nation of Students' " —
U.S. Secretary of Education, Lamar Alexander, in America 2000 report.

Commitment by class facilitators, plant supervisors and the students themselves has been the key to the sucess of The Cutting Edge. Levi's pays employee-students their normal hourly rates for one hour of class. In turn, students are expected to contribute an hour of their own time to attend class and are expected to practice their English at home and on the job. Plant supervisors also encourage the students to use their new English skills on the job.

"The future for economic development in this country depends on the ability of business and education to develop a literate workforce. El Paso Community College and Levi Strauss have taken a leadership role in this effort." —
Dr. Carol Clymer-Spradling, Director, The Literacy Center, El Paso Community College

The Cutting Edge won't stop here. Levi's experience has shown countless others in the garment industry — and beyond — that good business in the 20th century will mean enabeling an employer's workforce to reach their full potential.

"I'm interested in seeing my employees acquiring English language skills. Workplace English classes have been in place at various plant sites since February 1991. Management has reported that our employees are actively using English at work. This benefits my organization, my employees and our customers." — *Moshe Azoulay, CEO, American Garment Finishers Corp., El Paso (the company began testing its own Cutting Edge literacy program in February 1991)*

For more information on the Levi's Cutting Edge Program, call:
Mary Gross, Corporate Communications Manager, 415-544-7220
Mario Griffin, Community Affairs Regional Manager, El Paso, 915-593-9111
Barbara Austin, El Paso Community College Literacy Center 915-542-2725

• • •

Hay un Nuevo Entusiasmo en El Paso....

Héctor Chavez ha trabajado en Levi Strauss & Co. en El Paso por veinte años, y hasta hace diéz meses hablaba nada mas que Español. Un día, jueves 8 de Agosto de 1991, Chavez mostró su nueva habilidad ante un grupo de sus compañeros de trabajo y de supervisores dándoles una presentación de tres minutos — totalmente en Inglés! Chavez les habló de su orgullo de poder expresarse en su segundo idioma.

Marisela Rodriguez ha trabajado de costurera en la planta de Levi's Airways por cinco años. Como estudiante de tercer nivel, ella ha dedicado 90 horas durante los últimos ocho meses de clases semanales de Inglés que se ofrecen en la misma fábrica. Aunque todavía se pone nerviosa al hablar Inglés, ella está decidida a continuar mejorándolo, y le está agradecida a su familia por ayudarle con la taréa que ella tráe a casa. Ella también le agradece a Levi's por la oportunidad de mejoramiento que le ofrece a todos los empleados.

El 30 de Julio de 1991, Celso Contreras, que trabaja en la planta de Levi's Pellicano, le pidió a su maestro que le corrigiera su carta, escrita en Inglés para su supervisor, acerca de un lote de pantalones defectuosos. (Contreras ha estado tomando clases de Inglés en la planta desde Enero 1991.) La carta no necesitó ninguna corrección. Su Inglés era suficientemente fluente para describir el problema detalladamente, incluyendo el número del lote, el porcentaje y las razones de los defectos.

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KEEPING UP

Levi's Ties Language Skills to Garment Work

More than 400 Mexican-American employees at Levi Strauss & Company's El Paso, Texas, manufacturing center are learning English in a cooperative partnership between the jeans maker, El Paso Community College and the U.S. Department of Education.

The ESL program, called "The Cutting Edge" because of its connection to the garment industry, offers twice-a-week English lessons to employees at seven Levi's factories. Although classes take place after normal working hours, Levi's pays employees their normal hourly wages for attending. Teachers are from the faculty of El Paso Community College's Literacy Center.

The Cutting Edge curriculum is based on the production work performed at Levi Strauss plants. All lesson materials use some aspect of the regular working environment as the basis for learning.

"Our teaching in the Cutting Edge program is based on the whole language approach," said Carol Clymer-Spradling, director of the community college literacy center. "Building on the learners' prior knowledge has worked well for us in linking instruction to the employees' real needs in the workplace."

Plant supervisors encourage students to use their new English skills on the job.

The $500,000 project was funded by grants from Levi Strauss, the community college and the Education Department's Office of Vocational and Adult Education. An additional $500,000 will be spent this year to expand the literacy effort to employees of other garment manufacturers.

Last September President Bush honored the program as one of the administration's "points of light," exemplifying private-sector initiatives that improve the lives of disadvantaged Americans.

El Paso Community College teacher Luz Taboada (left) goes over workplace vocabulary with Levi Strauss employees Dolores Molina and Rosa Ocano during an ESL class held at a Levi's factory.

JTPA Presidential Awards Given to Ten Programs

Ten training programs have been honored with 1991 Job Training Partnership Act (JTPA) Presidential Awards, which recognize programs serving dislocated workers, people with limited English proficiency, at-risk youth, disadvantaged populations, single parents and youth with severe multiple handicaps.

•**The Arapahoe County Career Transitions Center for Dislocated Workers, Aurora, Colorado.** The center provides readjustment and retraining services to dislocated workers who have been laid off due to plant closures and mass layoffs.

•**The Custodial Building Maintenance Program, Washington, D.C.** This program provides hands-on training in plumbing, heating, air conditioning and custodial maintenance to people with limited English speaking abilities. Participants also receive instruction in English, General Education Diploma preparation and employability skills.

•**Miami's Cities in Schools/Dade County Public Schools Stay-in-School Program.** Designed to reduce the dropout rate of at-risk youth in the Dade County, it offers extensive counseling and academic support, including computerized remedial laboratories in reading and math, tutoring, summer remediation and SAT preparation.

•**The Summer Training and Education Program,** Peoria, Illinois. Sponsored by the Central Illinois Private Industry Council, this program helps the Peoria school system provide increased instruction time to students who are considered at risk. Students receive extensive basic education, life skills and pre-employment skills training and work experience.

•**The Self-Employment Initiative Demonstration Program,** Jacksonville, Mississippi. This 18-month program helped 23 economically disadvantaged, single, female heads of households prepare to start their own businesses. Training in running a small business was followed by assistance in securing business loans.

•**Youth Development, Inc./Stay-in-School Program,** Albuquerque, New Mexico. It is designed to help at-risk youth remain in school, improve grades and ultimately graduate from high school, through educational services, counseling services, parent support and employment services.

•**STRIVE High Alternative High School,** Dell Rapids, South Dakota. STRIVE (Students Taking Responsibilities in Vocation and Education) is an alternative school for dropouts or those at-risk of dropping out, that features vocational work experience and extended teacher/peer support.

•**CASH Mountain,** Sandston, Virginia. A remedial program for at-risk youth, Career and Academic Skills Help (CASH) Mountain features three mock corporations that create a business environment, where students learn specific job competencies, reinforce basic skills and take part in hands-on career exploration.

•**Survival Opportunities for StreetKids Program,** Olympia, Washington. It serves youths with severe multiple handicaps by providing basic and vocational skills training. In addition, students participate in pre-employment training, life skills counseling and on-the-job training.

•**The Re-Employment Training Center,** Tacoma, Washington. The center offers comprehensive employment and training services for dislocated workers.

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Factory workers add English to list of skills

El Paso Herald Post

also in the El Paso Times

October, 1991

By Ken Flynn
El Paso Herald-Post

Emilio Rodriguez is proud of his English.

The 45-year-old machine operator at Levi Strauss & Co. said his knowledge of the language a year ago was so limited that he would not attempt a conversation except in Spanish.

Rodriguez is enrolled in a "workplace English" program sponsored by Levi Strauss, 2101 Cypress Ave., in conjunction with El Paso Community College and with the help of a federal grant.

Rodriguez, who is president of the Amalgamated Clothing Textile Workers union, said he learned enough in the plant's language program to negotiate a union contract with management — all in English.

"One of my proudest moments was when the bosses thanked me for explaining our operations in English," Rodriguez said.

The nearly 20 members of the English class were to be treated to a barbecue dinner today at the Civic Center. The celebration marks the successful completion of the three levels of classes, which were conducted in the company cafeteria for two hours twice a week during the past year.

Ceremonies celebrating graduation from the program are scheduled for January, company officials said.

"The classes were only supposed to teach workplace English," said teacher Cristina Briones, 27. "The students went beyond what we were teaching and are anxious to continue their studies even further."

Briones is a junior majoring in education at UT El Paso and works for the Community College. She said she is listed in the federal grant as an English facilitator.

■ SEE ENGLISH / PAGE B-2

English / FROM PAGE B-1

"We used the holistic approach to learning," she said. "We talked about machinery and the everyday life in the plant."

Classroom instruction included dialogues, role playing, dictation and learning to read and write basic words the workers use on the job.

Most of the students expressed a desire to learn more about the language, and many have asked for grammar classes, Briones said.

The employees will get their wish, Briones said. Levi Strauss is planning to start classes in English as a second language in January.

Those classes will give the employees a broader knowledge of the language and will include a lot of grammar, Briones said.

RUBEN LUEVANO / STAFF PHOTOGRAPHER

Emilio Rodriguez, center, talks with other students during a break in an English class at Levi Strauss & Co. They have been studying for a year.

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Honored for learning

El Paso Times 10/4

El Paso Times

More than 400 employees of Levi Strauss & Co. in El Paso were recognized at a banquet Thursday for learning to speak, read and write English. The employees began classes in January under a grant by the U.S. Department of Education. The El Paso Community College's Literacy Center helped with the program.

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El Paso Times

Wednesday, Oct. 2, 1991

El Paso

Water odd

Houses with addresses ending in odd numbers may water today.

Weather

Mostly sunny today, with the high in the upper 80s and the low in the mid-50s. Sunny and warmer Thursday. Details, Page 2A.

Register soon for Nov. 5 election

The voter registration deadline for the Nov. 5 state constitutional amendments election and the El Paso city charter amendment election will be Sunday. Absentee voting for the election will begin Oct. 14. Information: Call Helen Jamison, administrator of the El Paso County Elections Department, 546-2154.

Bush honors those in literacy program

Volunteers in the Literacy Education Action Program of El Paso have been named as the 558th Daily Point of Light for the Nation by President Bush. The program, which has more than 75 volunteers, sponsors tutoring, vocational literacy, career training, workplace literacy and student literacy. The program was founded in 1985 under the direction of El Paso Community College President Robert Shepack.

El Paso Today

El Paso Herald-Post, Weds., Oct. 2 1991 Pg. B1

KDBC promotes reporter to managing editor post

Chris Heinbaugh has been named managing editor of the news department at KDBC, Channel 4. Heinbaugh, a reporter at the station for about a year, took over his new duties Monday.

Heinbaugh, who came to El Paso from Los Angeles, will be second in command behind Bill Mitchell, who was recently promoted to news director.

Monday to be deadline for registering for Nov. 5 vote

The deadline for voter registration for the Nov. 5 election on proposed Texas Constitution amendments and proposed City Charter amendments is 5 p.m. Monday.

For more information about voter registration, call 546-2154.

Congress OKs $6 million for immigration officials

A U S Senate-House conference committee has approved $6 million to hire more U S Immigration and Naturalization Service inspectors for border ports of entry in Texas and other states

The $6 million will enable the INS to hire 135 new inspectors nationwide, and 44 of them will be assigned to Texas.

El Paso will get 14 new inspectors, according to U.S. Sen. Lloyd Bentsen's office.

The INS had asked for 179 new inspectors for the state's 20 port of entries. The money is included in the U.S. Department of Justice appropriations bill.

El Paso AIDS activist appointed to task force

Terry Call, executive director of the Southwest AIDS Committee of El Paso, has been appointed to the Texas HIV/AIDS Health Care Fraud Task Force.

Call

The statewide task force, formed by the U.S. Food and Drug Administration, is a joint project between the FDA and the Texas AIDS Network.

The task force was formed to provide access by agencies and residents in Texas to accurate information regarding HIV and acquired immune deficiency syndrome health-care fraud.

Anyone aware of health-care or drug fraud related to HIV or AIDS may call the Texas Department of Health at (512) 485-7248.

Levi Strauss to honor 400 in English program

Levi Strauss & Co. will honor about 400 of its El Paso employees with a barbecue on Thursday for learning English through a company language program.

"The Cutting Edge" program — named because of its application to the garment industry — allows Levi employees to attend two hours of English classes each week in their plants on company time. Levi pays employees their regular hourly wage for the time spent in class.

The program was developed by El Paso Community College's Literacy Center with financial support from Levi Strauss and the U.S. Department of Education.

The barbecue will be at the El Paso Civic Center.

State education chief to visit El Paso school

Lionel "Skip" Meno, the new Texas commissioner of education, will join Roosevelt Elementary School students at a Texas Assessment of Academic Skills rally at 11:15 a.m. Thursday at the school, 616 E. Fifth Ave.

Meno is scheduled to address the students about the importance of doing well on the state-mandated TAAS tests.

Also at the rally will be Ruben Olivarez, assistant commissioner for accreditation; Rene Nunez, El Paso member of the State Board of Education; and Teresa Pena, associate superintendent for elementary education at the El Paso Independent School District. The school will be host for a lunch for the education leaders at 11:30 a.m.

All students in grades 3, 4, 7 and 9 are scheduled to take the TAAS during Oct. 8-10.

City Council appoints people to city boards

City Council voted Tuesday to appoint the following people to city boards and committees:

- Terry Muise — Police Department's Community Youth Representative.
- Bart Fischer — Building Board of Adjustments and Appeals.
- Sergio Licon Jr. — Sign Advisory Board.
- Art Orozco — Foster Grandparent Program Advisory Council.
- Bennett Johnson — Mechanical Board of Adjustments and Appeals.
- Daniel Gandara — Locally Owned, Small, Woman Owned, Handicapped Owned, Minority Business Advisory Board.
- John Serrano — Urban Graffiti Initiative League.
- Alma Wilson — Community Development Steering Committee.

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El Paso Herald Post

also in the El Paso Times

October, 1991

Factory workers add English to list of skills

By Ken Flynn
El Paso Herald-Post

Emilio Rodriguez is proud of his English.

The 45-year-old machine operator at Levi Strauss & Co. said his knowledge of the language a year ago was so limited that he would not attempt a conversation except in Spanish.

Rodriguez is enrolled in a "workplace English" program sponsored by Levi Strauss, 2101 Cypress Ave., in conjunction with El Paso Community College and with the help of a federal grant.

Rodriguez, who is president of the Amalgamated Clothing Textile Workers union, said he learned enough in the plant's language program to negotiate a union contract with management — all in English.

"One of my proudest moments was when the bosses thanked me for explaining our operations in English," Rodriguez said.

The nearly 20 members of the English class were to be treated to a barbecue dinner today at the Civic Center. The celebration marks the successful completion of the three levels of classes, which were conducted in the company cafeteria for two hours twice a week during the past year.

Ceremonies celebrating graduation from the program are scheduled for January, company officials said.

"The classes were only supposed to teach workplace English," said teacher Cristina Briones, 27. "The students went beyond what we were teaching and are anxious to continue their studies even further."

Briones is a junior majoring in education at UT El Paso and works for the Community College. She said she is listed in the federal grant as an English facilitator.

■ SEE ENGLISH / PAGE B-2

English / FROM PAGE B-1

"We used the holistic approach to learning," she said. "We talked about machinery and the everyday life in the plant."

Classroom instruction included dialogues, role playing, dictation and learning to read and write basic words the workers use on the job.

Most of the students expressed a desire to learn more about the language, and many have asked for grammar classes, Briones said.

The employees will get their wish, Briones said. Levi Strauss is planning to start classes in English as a second language in January.

Those classes will give the employees a broader knowledge of the language and will include a lot of grammar, Briones said.

RUBEN LUEVANO / STAFF PHOTOGRAPHER

Emilio Rodriguez, center, talks with other students during a break in an English class at Levi Strauss & Co. They have been studying for a year.

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EL PASO COMMUNITY COLLEGE
LITERACY EDUCATION ACTION

Dr. Carol Clymer-Spradling
Director, Literacy Programs
534-4162

The Literacy Education Action (LEA) program was established in the fall of 1985, under the initiative of the President of El Paso Community College, Dr. Robert Shepack. At the time, Sandra Tate, a member of the English faculty, was released from full-time teaching responsibilities to coordinate the program. Reporting to the Vice-President of Instruction, Ms. Tate worked with faculty members from the reading, sociology and ESL disciplines to implement the plan of action for the program. LEA is now institutionalized, with a full-time director, who reports to the Dean of Educational Development.

During 1985 and 1986, LEA concentrated on developing its own literacy tutoring program, including recruiting and training volunteer tutors and recruiting community members with reading skills below the sixth grade. Using the Language Experience Approach and the five-step model teaching approach, assistance is provided for English speakers, Spanish speakers, and bilingual individuals. In the fall of 1986, LEA opened the Literacy Center at the Rio Grande Campus of El Paso Community College (downtown). The center is the hub of all LEA activities.

Literacy services have been expanded and supported through a variety of funding sources since 1986. A Levi Strauss foundation grant was awarded for seed money for the Literacy Center. Additionally, these funds supported the initiation of a computer assisted instruction component of LEA.

Throughout 1986 and 1987, LEA provided leadership in developing a network of community literacy groups and providing support to other groups in literacy activities. The College obtained a grant from the Urban Literacy Network to fund the El Paso Literacy Coalition, and we assisted the El Paso Public Libraries to receive funding through the Texas State Libraries and Archives Commission in order to offer ESL literacy classes, family literacy classes and computerized assisted instruction at the libraries. Funds were also awarded by the local Private Industry Council to provide tutorial services to eligible students. The inclusion of Levi Strauss in this program has enabled us to also take a leadership role in the development of workplace literacy programs.

An important goal of LEA is to support a literacy network in our community. A clearinghouse directory was published that lists all literacy related services in El Paso. Further, a computerized referral program was developed in order to provide appropriate information to students regarding other services and programs in the County. Finally, the College works closely with the local media on literacy awareness activities, including cooperation with the El Paso Herald-Post in its Year of the Printed Word program and the local PBS and ABC stations in Project Plus.

LEA has organized its programs to effectively utilize institutional funds so that opportunities to seek and obtain external funding are maximized. The chart below represents the funding source and percentage of funds obtained through that source for Fiscal Year 1992-93.

Contracts (local)	4%
El Paso Community College (local)	12%
Levi Strauss Foundation	5%
Texas Education Agency (state)	9%
Texas Higher Education Coordinating Board (state)	26%
United States Department of Education (federal)	44%

From its inception in 1985, LEA has become an established and strong program not only within the College and El Paso communities, but has also provided leadership in the state and national literacy movement. A sincere and solid institutional commitment provided the support and impetus to attain these achievements. This commitment is rare but vital to the eradication of illiteracy. We know we have a long way to go, but we have a strong vehicle to get there.

VOLUNTEER TUTORING
(Institutionally Funded)

Cecilia Olan
Volunteer Program Facilitator
534-4176

Since its inception, the volunteer program has trained over 600 volunteer tutors and tutored more than 600 community members. Currently, LEA arranges tutor and student matches several sites throughout the county. Sites include all three campuses of El Paso Community College, YWCA's, YMCA's, ten libraries and various churches. The Center holds free volunteer tutor training sessions once each month. Enrichment sessions have been added to our training program which cover a variety of topics. At this time, there are 50 students being tutored and 42 active volunteer tutors.

SMALL GROUP INSTRUCTION
(Institutionally and Carl Perkins Funded)

Celia Esparza
Small Group Instruction Facilitator
534-4176

Small group instruction serves approximately 300 students per semester. Students are placed in one of three steps according to individual skills level. Class meets twice a week for two hours each day. Currently, there are approximately 250 students attending classes. The program has increased significantly since its inception and has expanded to all three campuses of El Paso Community College.

STUDENT REFERRAL SERVICES
(Carl Perkins Funded)

Sonia Avila
Vocation Education Literacy Liaison
534-4145

Students reading above the sixth grade level at the time of assessment are automatically referred to other programs within the college or in the community. Also, those students who make progress and qualify for other programs are assisted with the transition. Students are informed on financial aid, admissions, intake, testing and registration.

SELF PACED LEARNING LAB
(formerly the Computer Assisted Learning Center)
(Carl Perkins Funded)

Leo Herrera & Ruth Cummings
Computer Lab Facilitators
534-4111

The Literacy Education Action Program operates a self paced lab, which includes computer, audio and visual assisted instruction, for hard to serve adults who need to develop literacy, numeracy and English skills in order to prepare for entry into the El Paso Community College and other postsecondary education programs. Instruction is open-entry/ open-exit and available to students in all Literacy Education Action programs.

PROJECT FORWARD

(Texas Education Agency Funded)

Barbara Baird
Project Coordinator
542-2700

This project is designed to develop a life planning curriculum for AFDC recipients which integrates the development of language, literacy and basic skills so that participants can achieve self-sufficiency and gain employment above the minimum wage. It involves the establishment of a local and state partnership with the Texas Department of Human Services, the Texas Department of Commerce, the Texas Higher Education Coordinating Board, Texas Education Agency, Division of Adult Education, the Adult Basic Education Coops, the Private Industry Councils and the El Paso Community College.

LEVI STRAUSS FAMILY LITERACY CIT GRANT

(Levi Strauss & Co. Funded)

Dr. Carol Clymer-Spradling
Director, Literacy Programs
534-4162

The overall objective of the grant is to establish a Family Literacy Center which develops family literacy model programs in five areas: 1) workforce, 2) public schools, 3) welfare reform program, 4) summer program, and 5) community center. The target population are those at-risk families where parents desire to improve their literacy skills to help themselves and their children achieve success in life.

The outcomes of this project are: an operating Family Literacy Center which provides instruction to improve the reading, writing, listening and speaking skills of adults and their children; a learner-centered literacy course and materials for parents in the workforce designed to cover parenting skills and other topics of interest to workers; a summer literacy course and materials for children of parents who are attending literacy classes.

NATIONAL WORKPLACE LITERACY

(U.S. Department of Education Funded)

Barbara Austin, Business Coordinator (542-2715)
Carol Ikard, Instructional Coordinator (542-2721)
Ann Savino, Technical Coordinator (594-2658)

This project will develop a model workplace literacy program for limited-English proficient workers in the apparel industry. The project will be accomplished in partnership with the Levi Strauss company and will produce the following: a series of sixty instructional video tapes that focus on English and literacy skills needed by apparel industry workers, sixty instructional modules to accompany the video tape series, and an instructional guide that explains the use of the video tape series to implement an instructional program at other sites. Upon completion, the video tape series and instructional guide will be disseminated throughout the country.

TEXAS COMMUNITY COLLEGES AND TECHNICAL INSTITUTES WORKFORCE LITERACY CONSORTIUM

(Texas Higher Education Coordinating Board Funded)

RoJean Starke
Project Coordinator
542-2712

Dallas County Community College, El Paso Community College, and North Harris County College established three regional resource and technical assistance centers at each institution for the purposes of developing applications for workforce literacy based on current research. With the establishment of such centers the following was accomplished: focused the energies and talents of experts in workforce literacy in three accessible locations; combined research and applications; provided convenient and cost effective resources to business and industry; and, provided efficient project management and research capabilities.
Within the goal of establishing three regional resource and technical assistance centers four objectives were accomplished:

1)researched and defined a workforce literacy model;
2)developed workable strategies for the implementation of workforce literacy programs;
3)provided training for workforce literacy facilitators;
4)supported trained facilitators.

SUCCESS THROUGH TRANSITIONAL ENGLISH PROGRAM (STEP)

(United States Department of Education Funded)

Carol Clymer-Spradling
Director, Literacy Programs
534-4162

STEP is a partnership program designed to commission ESL instructional service providers in El Paso to develop a coordinated transitional English literacy program so that LEP adults and out of school youth can realize their employment and educational goals while increasing their language proficiency. In this model program, service providers work together to develop compatible assessment procedures so that students needs and skill levels are identified and information is used effectively within and among service providers. Partners also participate in a generative planning process to establish a brokering system whereby students are referred to the appropriate service(s) to meet their needs and goals. A common data base for monitoring student progress and facilitating transition from one service provider to another is initiated. Students pursuing vocational education, college transfer, or credit programs are referred to STEP advancement classes.

PARTNERSHIP FOR JOBS

(formerly ReFocus Employment Program)
(Texas Higher Education Coordinating Board Funded)

(Funding period ended.)

The purpose of this project was to develop a model program to assist postsecondary institutions to provide a coordinated and integrated response to the implementation of the Welfare Reform. This project had three goals: (1) To facilitate the creation of partnerships between key players involved in implementing the JOBS program in other regions of the state, (2) To provide technical assistance to other community colleges and technical institutes to utilize partnerships to respond to JOBS, and (3) To evaluate the effectiveness of the El Paso JOBS partnership and its replicability in other regions of the state. Specific activities of this project included the development of procedure for intake, assessment, vocational/interpersonal counseling, referral and follow-up. Further, a study was conducted to monitor the progress of participants and evaluate the effectiveness of the model. Finally, a statewide conference on JOBS was held in February, 1991.

STUDENT LITERACY CORPS

(U.S. Department of Education Funded)

(Funding period ended.)

Funded in January, 1990, this program established a Student Literacy Corps (SLC) at El Paso Community College through the LEA program and the EPCC Department of Cooperative Education. The Corps consisted of student volunteer tutors who were recruited to enroll in Cooperative Education's work experience program. Literacy Corps students taught life skills/literacy skills classes relating to their academic program of study. Students in the LEA-SLC registered for three-credit-hour Work Experience Courses within their departments, or as electives. To complete course requirements, students attended a one-hour literacy and leadership training seminar and performed 15 hours of volunteer work as a literacy tutor per week for 15 weeks.

WORKPLACE LITERACY

(Texas Education Agency Funded)

(Funding period ended.)

The purpose of this project was to plan and deliver a model workplace literacy program to upgrade the basic skills of adult workers. This program was developed in partnership with the J&J Register Company located in a rural community east of El Paso. This model has been developed to be replicable in other companies with large percentages of limited English proficient workers. Two levels of specific curriculum were developed and implemented through classes offered to employees of J&J Register.

PROJECT FIEL

(U.S. Department of Education Funded)

(Funding period ended.)

Funds for family literacy activities were awarded directly to LEA from the Texas Education Agency in 1986 and again in 1987 to provide literacy instruction for parents of preschool and primary school children in a setting where the parents are taught to help their children and, at the same time, develop their own literacy skills. This project featured a five step curriculum that includes literacy skills development as well as development in appropriate role modeling behavior. The project was expanded in 1988 through a Title VII Bilingual Education Grant and was implemented in 5 school districts in the El Paso area. The El Paso Community College trained

classroom teachers and teachers' aides in the use of this model. Implementation of this grant enabled further dissemination of the model nationally.

PROJECT CAREER
(U.S. Department of Education Funded)

(Funding period ended.)

In Fall 1988, we began Project CAREER. This program, funded by the Department of Education Post Secondary Education Programs for Handicapped Persons, provided short term job training for the learning disabled. The program served adults 17 through 34 years of age. Occupational areas included data entry, general office clerk and irrigation systems installation and repair. Personal, academic career counseling, and job readiness training were also provided. There were 43 students enrolled.

THE CUTTING EDGE: WORKPLACE ENGLISH
Instructional Guide

Project Director
Dr. Carol Clymer-Spradling, Ed.D.
Director- Literacy Programs

Project Coordinators
Barbara Austin- Business Coordinator
Dorothy Barron- Instructional Coordinator
Ann Savino- Technical Coordinator

A program developed by El Paso Community College Literacy Education Action Program in partnership with Levi Strauss & Co. to develop adult literacy skills for limited English proficient adults in the garment industry. This project was funded by a grant from the U.S. Department of Education Office of Adult and Vocational Education under the National Workplace Literacy Grant Projects.

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INTRODUCTION

We have attempted to develop a program that addresses the needs of adult language learners in the workplace, and provides instructors with a flexible framework on which to build a site specific English curriculum. These lessons were originally developed to provide ESL literacy instruction to limited-English proficient garment industry workers, predominantly Spanish speaking, in seven Levi Strauss & Co. production plants in El Paso, Texas.

We designed the curriculum entitled **The Cutting Edge: Workplace English** for use in a variety of settings. Our intent was to develop generic materials that could be applied in other locations for workers of any language background, and who work for any garment manufacturer. We have found that it is also appropriate to use with native English speakers who are not familiar with print with some adaptations in the teaching strategies.

We chose to organize the curriculum by theme so that lessons could be selected that are most relevant to the business and student needs. Students can participate in the selection of lessons which an instructor can sequence based on the business and student priority. Some of these theme topics include **Health and Safety**, **The Production Process, Mobility on the Job,** and **The Changing Workplace**. Lessons can be used from our curriculum and interspersed with lessons that revolve around themes from daily life and society. Each lesson is flexible so that activities can be added to enhance the topic. If needed, the lesson can be covered in two or more class periods.

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CURRICULUM OVERVIEW

This curriculum for **The Cutting Edge: Workplace English** includes the lesson plans, readings, and accompanying videotapes. The videos, lesson plans, and readings address twenty themes that are relevant to the garment industry. These themes are listed on the following page along with the reading title for each lesson.

Each theme is addressed in each of three levels of instruction. Lesson plans have been designed for each level of instruction, accompanied by a reading. The videotapes are labeled by theme and level and contain the video material needed for the lesson. Some lessons call for additional reference material that the instructor may need to acquire or review prior to class.

Preparation

In implementing any job specific literacy curriculum, it is helpful to learn about the jobs students do at the worksite. In the manufacturing industry, understanding the workplace, learning about the production process, observing workers on the production floor, and conducting student interviews, helps prepare the instructor use a workplace curriculum. It is important to talk with supervisors and managers and if possible, observe team meetings. More information about how this project accomplished these tasks is provided in The Cutting Edge: Workplace English Project Handbook.

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THE CUTTING EDGE: WORKPLACE ENGLISH
Theme/Reading List

LEVEL ONE

JOBS
Sewing

TOOLS
Victoria

NEW TECHNOLOGY
Real Time

PRODUCTION PROCESS
Customer/Supplier

HEATH & SAFETY
Managing Safety

QUALITY
Letter from a Customer

COMMUNICATION
Listening vs. Hearing

LEARNING
The New Machine

MOBILITY
An Opportunity

PROFIT
Earning a Profit

COMPENSATION
Getting Paid

RELATING TO OTHERS
Stereotypes

PROBLEM SOLVING
Brainstorming

THE CHANGING WORKPLACE
Creativity

RESPONSIBILITY
Taking Responsibility

LEADERSHIP
Who is a Leader?

HISTORY
The First Jeans

CULTURE OF THE WORKPLACE
Ethnic Groups

BENEFITS
Typical Benefits

THE MARKET PLACE
Marketing

LEVEL TWO

JOBS
Pressing

TOOLS
Ergonomics

NEW TECHNOLOGY
Cutting Technology

PRODUCTION PROCESS
Quick Response

HEATH & SAFETY
Safety Procedures

QUALITY
Statistical Quality Control

COMMUNICATION
Decision Making

LEARNING
The New Employee

MOBILITY
Interviewing

PROFIT
Profit and Profit Sharing

COMPENSATION
History of Wages

RELATING TO OTHERS
Dealing with Conflict

PROBLEM SOLVING
Decision Making Methods

THE CHANGING WORKPLACE
Teamwork

RESPONSIBILITY
Ethics

LEADERSHIP
Styles of Leadership

HISTORY
The Gibson Girl Look

CULTURE OF THE WORKPLACE
Corporate Culture

BENEFITS
How the Co. Benefits

THE MARKET PLACE
Fashion

LEVEL THREE

JOBS
Job Descriptions

TOOLS
Operator Machine Adjustment

NEW TECHNOLOGY
Dealing with Change

PRODUCTION PROCESS
Modular Manufacturing

HEATH & SAFETY
Injuries on the Job

QUALITY
Line vs. Modular

COMMUNICATION
Communicating in Groups

LEARNING
Cross Training

MOBILITY
Workers' Skills

PROFIT
Cost Control

COMPENSATION
Wage Laws

RELATING TO OTHERS
Saying What You Mean

PROBLEM SOLVING
A Group Problem Solving Method

THE CHANGING WORKPLACE
Critical Thinking

RESPONSIBILITY
Discrimination

LEADERSHIP
Qualities of a Good Leader

HISTORY
The Early Years

CULTURE OF THE WORKPLACE
Work Ethics

BENEFITS
The Value of Benefits

THE MARKET PLACE
Consumer Profiles

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Rationale

The instructional model for this curriculum is based on current adult theories of learning. The key concepts that influenced the design of the model are listed below:

1. Learning is a natural and inevitable process of assimilating new information presented by the environment. The learner encounters an anomaly, new information that does not fit into existing knowledge, considers the information, and either accommodates the new information into existing knowledge, or rejects it. This process may or may not be conscious.

2. Learning a second language involves two types of knowledge;declarative knowledge - knowing about, and procedural knowledge - knowing how. For example, knowing the past tense of irregular words in English constitutes declarative knowledge, whereas how to use those verbs correctly in a sentence involves procedural knowledge. Language teachers often make the distinction between learning about language, often referred to as theoretical knowledge, such as learning the rules for changing a sentence from the active to the passive, and learning how to use the language, called practical or applied knowledge. Applied knowledge tells the learner when to say "The machine broke" and when to say " I broke the machine".

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3. If a learner is going to learn a language, the learner must first have a concept of what that activity is. Most adults have this concept well in hand. Second, the learner must have a real purpose for learning this new procedure. For an adult worker, the motive to learn English is usually, but not always, obvious. They need to learn English to communicate on the job, get a promotion, talk to neighbors, and so on. Third, the learner needs "hooking in places," some way to access existing knowledge in order to make sense of the new information. A common term for this is **comprehensible input**. If the language heard is completely impossible for the learner to understand, the learner cannot access the existing knowledge of the world to make meaning of the new information. However, if any cue exists that allows the learner to access meaning, the learner will begin to learn language. The term **comprehensible** does not mean completely understandable. It means that the learner can "get the gist" of what is being said. Finally, the learner needs experience. Through listening and observation, trial and error, the learner begins to put together a language that works.

4. Learning language is a process of integrating a phonology, a symbol system, a lexicon, a syntactic system, paralinguistic cues, and cultural/societal rules for language use. This learning occurs naturally through exposure to real language use that is comprehensible to the learner.

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5. Barriers to learning language may exist in the adult learner that do not exist in the young child learning to speak his or her native tongue. Adults tend to feel foolish and embarrassed when they make mistakes. Adults may try to avoid using the new language in order to avoid making mistakes. Yet language use, trial and error is a key part of language learning. Many linguists would say that it is impossible **not** to make mistakes when learning a second language unless one never tries to express a thought.

6. Instruction can facilitate the language learning process by creating opportunities for real language use that provide the learner with opportunities to produce language in a comfortable, nonthreatening environment with effective feedback.

7. Second language learners have a separate system of language that lies halfway between the native language and the target language. This is referred to as "interlanguage", a process of trial and error by which learners seek to make sense of the patterns that are used in the language they are trying to learn (target language).

8. The model focuses on comprehensible input in the beginning levels. However, the idea of "communication output" is important as well. The output notion holds that learners need opportunities to use language in meaningful ways (through speaking and writing) so that they can "try out" their ideas and learn to "negotiate meaning". For optimal language

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development to take place, both output and appropriate feedback (as part of natural conversation) are necessary. Activities that encourage communication output are meant to give students the opportunity to use whatever language they can muster to get their ideas across. Students are encouraged to express their ideas any way they can so that they can develop the strategies necessary for successful communication.

In light of these concepts, we designed a program that does the following:

- provides comprehensible input through oral and written language
- presents language concerning topics with which the learners are familiar, ensuring that learners' efforts can be focused on learning language as opposed to learning content
- presents language about the work environment, an area where learners are likely to be highly motivated to learn English
- uses video and audio to present comprehensible input by combining visual images with conversational and narrative language to provide a rich source of cues for learners to begin to make meaning of English
- provides opportunities for communicative output designed to help learners get their ideas across
- attempts to provide an environment that is conducive to language learning, allowing instructors to base their instructional interventions on the needs of the learners, and integrate their own ideas about language instruction rather than

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structuring the program according to an ordering of the forms and functions of language to be taught; i.e grammar, syntax etc.

THE INSTRUCTIONAL MODEL

The instructional model that is used in **The Cutting Edge** is based on the work of many learning theorists and practitioners that advocate holistic instruction in functional contexts using learners' own experiences and prior knowledge as the vortex of lesson development. The model is also based on the notion that second language learners need to be exposed to "comprehensible input" in order facilitate their acquisition of language and given opportunities for communicative output. The steps of the model are outlined below.

Step 1: Initial Language Input

The objectives of this step in the model are:

- introduce the theme of the lesson to activate learners' previous knowledge of the theme and to add to that knowledge where necessary in order to enhance the comprehensibility of the language in subsequent steps of the model.

- provide learners with the opportunity to listen to extended oral English discourse about themes relating to the workplace with which they are familiar (comprehensible input)

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The activities in this step of the model center around a 7-10 minute videotape narrative or "mini-documentary" about one of twenty themes that are addressed in the program. The videotape presents live action footage shot in a garment manufacturing plant. Cross cut with this footage are excerpts from interviews with actual garment industry workers who respond extemporaneously to questions relating to the theme of the lesson. In each tape, several subtopics within the theme are addressed; one of these topics is dealt with in greater detail later in the lesson. The same "mini documentary" videotape is used for Step One for all three levels of instruction, but the instructor alters activities depending on learners' abilities or the direction of the lesson.

Step 2: <u>Language Input with Reading</u>

The objectives of this step in the model are:

- provide learners with the opportunity to read and listen to extended English discourse about topics relating to the workplace theme of the lesson (comprehensible input)
- provide reading activities and exposure to print

The activities in this step center around a reading selection that develops a subtopic previously introduced in the mini-documentary. For example, if the theme were Health and Safety in the Workplace, a reading subtopic might be about repetitive motion injury.

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This reading selection is presented on videotape. Accompanying the written lesson in the Instructional Materials is a transcript of the material on tape. In the first segment of the videotape for **Step Two**, learners listen to a voice-over narration of the reading selection and watch motion video that illustrates the material. In the second segment of **Step Two**, the reading selection is presented with narration and computer generated text superimposed over illustrative still images. Again, this provides a rich source of cues, both linguistic and visual, for learners to use to make meaning of the language. There are twenty mini-documentaries and sixty readings on video. Each video that accompanies the lesson has the following video material.

Video Material:
1:STEP ONE: **Mini documentary**
2:STEP TWO:
Segment One: Motion video with audio of reading selection.
Segment Two: Still image, audio, and computer generated text of the reading selection.

Of the sixty readings, five are presented without the motion video version (segment one). The readings begin with an audio only version. Instructional activities should focus on listening skills. Such variations will be noted on the lesson plan. The audio version is followed by a Segment Two text version.

The reading selections were all written by project staff, and expand on a single subtopic that was presented in the "mini doc" during **Step One**. The reading selections are truly the only part of the instructional program that is graded according to level. Selections are shorter for Level I, gradually lengthening for Levels II and III. The reading level of each selection was evaluated according to the Flesch-Kincaid Readability Index. Reading levels have a wide range from third grade to tenth grade reading levels. In cases where staff had to choose between interest level and reading level, interest level was chosen. Thus some readings may seem more difficult than others. It is important to note that when readings are at the frustration level of

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learners, the teacher should adjust teaching strategies and use such techniques as mental modeling; this is a teaching method where the teacher reads the passage out loud and demonstrates what meaning he/she is making of the passage. The teacher is actually modeling how he/she gets meaning from print.

In general, readings from Level I are in the fourth to sixth grade reading level. Level II readings are in the sixth to seventh grade reading level range. Level III readings are in the eighth and higher grade reading level range. There are exceptions to these ranges, but the curriculum developers opted to include material that was interesting and relevant as opposed to diluting the subject matter to maintain a readability index.

Step 3: <u>Learning Activity</u>

The objectives of this step in the model are

- to provide learners with the chance to focus on the "content" of the lesson, the theme and topic; to explore what the information means to them personally, to share ideas and opinions about the topic with other learners in the class, to apply the information to a real situation
- to begin to use language relating to the topic in a nonthreatening environment.

Activities in this step are usually group activities that address the topic of the reading for the lesson in the real world of the learners' workplace. For example, the reading on repetitive motion injury might be followed by a small-group activity where learners role-play the work they do, discuss the specific instances where workers might be

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vulnerable to injury, and discuss what individual workers can do to prevent an injury on the job. The exercises in this step often include creative activities such as diagraming, illustrating, constructing objects, and role-playing. The intent is to provide a "hands-on" concrete learning activity that enables the learners to internalize the objectives of the lesson.

Step 4: Language Experience

The objectives of this step in the model are:

- provide learners with the opportunity to write their own words and ideas about the topic
- provide teachers with a sample of each student's language output as feedback about the progress of that student's language development and what kinds of instructional interventions are needed for further development.

The writing activity usually springs directly out of the Learning Activity. The Learning Activity described above might be followed by a group writing assignment regarding what learners in the group plan to do to protect themselves from injury. Writing can be done using a the traditional Language Experience Activity technique with learners dictating to the teacher, or writing in groups or individually. Whole language, an approach that underlies this instructional model, suggests that the learner's language should not be corrected during discussion of ideas; only during the editing phase. We recommend that a special time be set aside for editing, and only those errors that the learner identifies as a problem should be corrected (this way the

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learner retains ownership of what has been written). Group editing and revision activities can also be included in this step when possible and appropriate.

Step 5: Application Activity

The objective of the application activity is to encourage learners to use English outside the classroom and to apply what was learned in the lesson to other contexts.

Activities may relate directly to the theme, or may reinforce activities that learners can pursue on their own, such as reading the newspaper, listening to the radio or television or doing some type of contact assignment. The application activities are always reviewed at the beginning of every lesson.

IMPLEMENTATION

Following are general suggestions for implementing the instructional model.

Input and Output

Our model assumes that adults learn language best through exposure to and experience with real language use, much in the way that children learn language. As with children, comprehension typically precedes production. Thus, it is important that lower levels of instruction emphasize input activities over output activities. This does not mean that output is not useful or important for beginning students. On the contrary, we have found that output activities serve three important purposes. First, output activities give students the opportunity to begin to use language in a comfortable, relatively nonthreatening environment. It is important that instructors

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do everything possible to preserve such an environment. Equally important, students need to be encouraged to take learning risks and to be respected when they make errors. If a comfortable and supportive learning environment is created by the teacher, confident students will encourage others to participate. Students will assist each other and request help in a developmentally appropriate way. They will generally help each other in a group to complete assignments that may be too difficult for a student to complete individually. In addition, it can be helpful to talk about the effects of ridicule on students' learning up front in order to build a cohesive class that encourages supportive behaviors.

Second, output activities provide information about what students know. This information can be used to determine what instructional interventions should be provided. Each lesson is rich with activities that the instructors can use to assess and monitor student progress.

Finally, learners usually demand output activities. They often tend to evaluate what they know of a language only by what they can produce. Also, they may have pressing situations in their daily lives where they need to be able to express themselves in English. An instructor should respond to these demands when possible.

Language and Content

The curriculum provides input materials that address topics that are familiar and interesting to learners. It is easy for the topic of the lesson to become more important than learning language. Only the instructor can decide when this is happening.

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Because content is a component of the curriculum, the model is structured to provide opportunities for the class to deal with the content of the lesson. But the focus of the instruction should be on language, not content.

Learning Language and Learning about Language

We have not included any activities that address grammar, structure, vocabulary development, spelling, or pronunciation. Further, while it is obvious that the instructor is best qualified to determine what instruction should be provided based on learners' needs, some recommendations for strategies to use in this program may be helpful. It is most appropriate to respond to each person's needs individually and developmentally, and if possible, in private.

Second, isolated grammar drills, vocabulary, spelling etc., have very limited value. Drills are useful however, if they are related to language errors made by learners during the lesson and can be worked into the lesson in a holistic manner. If students demand drills for extra practice, it is a good idea to provide them as homework assignments.

Comprehension and Comprehensibility

These two terms are very similar, but it is important to understand the difference in order to deal with comprehensibility. Comprehension means that the learner understands the concepts and meaning related to a word or group of words. Comprehensibility means that the learner can connect the concepts and the meaning

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to the word. For example, if the learner reads a paragraph about language teaching written in a second language and understands the terms and concepts involved, and accesses them using the second language representations, that is comprehensibility. However, if the learner reads a paragraph about physical chemistry written in a second language, can translate every word on the page and still not understand anything because the learner does not know anything about physical chemistry, that is comprehension.

The curriculum is a functional context curriculum and therefore an instructor must determine if students do not understand input because of comprehension problems or comprehensibility problems. If comprehension is the problem, then an instructor must address the content as well as the language of the input.

Interlanguage and Error Correction

Interlanguage refers to the fact that second language learners have a separate system of language that lies half-way between the native language and the target language. Studies have shown that in trying to learn a second language, the learner sets up certain hypotheses that will be tested over time.

For example, a learner might create the following rule "In English, all past tense forms end in -ed." As a result of this perceived rule, the learner might translate "se fue" with "he goed away." The beginning learner might continue to use this form even if he or she is corrected. With continued exposure to English, however, the learner will begin to say "he went". As part of interlanguage, the

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learner might also use forms that are carried over from the first language "Tiene ropa roja" might become " She has dress red"; this form will also straighten out after continued exposure to standard English).

Through trial and error (and effective feedback), learners develop closer and closer approximations of the target language. Since interlanguage tends to be highly idiosyncratic (each learner makes up her own rules), it is difficult to provide error correction in ways that allow the whole class to benefit. We know that when giving grammatical explanations, some learners may have already learned the rule, some might not be ready to absorb it, and a few might actually be developmentally ready to use the rule correctly in the future. This third group tends to be very small (one or two learners per class.) For instance, beginning learners of Spanish will not get the past subjunctive down correctly, no matter how often you correct them. It will be hit and miss for quite awhile until they finally "get it".

While some educators support some error correction some of the time, there is pretty much agreement in the field that too frequent correction inhibits language development and is counterproductive to language acquisition. Correction works most effectively when the recipient initiates the correction displaying his/her developmental readiness. In classroom observation, you can tell the learner is ready if he uses the correct rule sometimes, but not consistently.

Errors are a natural part of language development and teachers can provide appropriate feedback to students by encouraging communication and providing opportunities for learners to "negotiate ideas" with whatever language they have. For

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most language educators who support communicative teaching and whole language approaches, the primary challenge lies in inviting learners to communicate with others without worrying about mistakes. One way of accomplishing this is by initially focusing on "global errors".

Global errors are errors that impede communication and interfere with the basic message that the learner is trying to send. Focusing in this way empowers learners to become responsible for straightening out miscommunication. Rather than having their errors corrected by the teacher, learners are asked to find ways of expressing their thoughts and ideas more clearly. This opens a range of options: Learners might try to say things differently, give additional explanations, select another vocabulary word or ask for help in clarifying their ideas. This type of correction is generally initiated by someone saying: "I'm sorry, I don't quite understand what you are trying to say. Can you help me by saying it another way?" This invites learners to develop various ways of clarifying ideas.

Teachers should know that interlanguage involves various stages of language development as learners come closer and closer to approximating the standard forms of the target language. However, many older learners get "stuck" at a particular stage and their language development stops because they can get by with the language that they know. In addition, these adults often are not too concerned about using grammatically correct English. For these adults, error correction works when two conditions are met: the learner (1) has decided he wants to learn how "to say things

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right" and (2) has the language aptitude and flexibility of mind to integrate new rules into his interlanguage system.

Translation

Many students feel that if they can translate the words they hear or read, they will understand the language. However, translation cannot guarantee understanding. For example, many students laboriously translate sentences word-for-word, creating sentences in their native language that make absolutely no sense at all. A vague understanding of the "gist" of a sentence is more important than a word for word translation because it suggests the learner is getting meaning- that the sentence is comprehensible. This is why paraphrasing is a useful tool. Whether done in English or native language, it is an excellent way to determine if a learner understands the meaning of the language.

Students always seem to want translation dictionaries, and there are times when using the dictionary is very appropriate. Nevertheless, it is also important to help students learn to use other resources of getting meaning, such as visual and linguistic cues from context. Making meaning of language by guessing is an important skill to develop.

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SUGGESTIONS

Following are specific suggestions for implementing each step of the lesson plan.

Step 1: Initial Language Input

The objectives of this step in the model are:

- provide learners with the opportunity to listen to extended oral English discourse about themes relating to the workplace with which they are familiar (comprehensible input)

- introduce the theme of the lesson to activate learners' previous knowledge of the theme and to add to that knowledge where necessary in order to enhance the comprehensibility of the language in subsequent steps of the model.

The primary purpose of this step is to provide comprehensible input. The instructor's task is to make sure the video is comprehensible. The best way to do this is to ask the learners what they understood. This can be done in two ways 1) by asking learners to paraphrase what they understood, and 2) by asking learners specific questions about the content of the video. Often, lower level learners have a hard time paraphrasing in English. If the students in class are monolingual and the instructor speaks the students' language, the instructor can allow students to paraphrase in their native language. Remember: the primary task in this step is to determine if the input was comprehensible, not to require students to produce English. If this can be most easily accomplished in the learners' native language, then that is appropriate. Likewise, if students speak in English, the purpose is to evaluate the comprehensibility of the video based on student understanding, not to correct student output.

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Naturally, Level I learners will probably understand less than Level II learners, and Level II learners less than Level III learners. There will also be an increase in understanding as the class progresses through a level. During the first few lessons of this program, many students may claim that the videotapes are too difficult. In some cases, this response may legitimately be a result of misplacement. Chances are, however, that this response is a result of learners long term perception that "they cannot learn English." It is important during the first few weeks of this program to encourage learners intensively and to help them through this typical and common period of anxiety. It is analogous to the adult who has always feared water and does not know how to swim. The swimming instructor must first help the learner overcome the fear of the water. This is the same in the adult education class. The instructor must often concentrate more on the affective and emotional aspects of learning before the cognitive domain can be worked on. Therefore, it may be necessary to break the initial language input into manageable segments. It is also important to remember that this part of the lesson is **inquiry** not **mastery**. The expectation is for the learner to hear real undiluted language and get the "gist" of it- not to be able to reproduce it or understand it word for word.

An instructor will probably want to spend more time on this step with Level I learners because they need the input. Here are some suggestions for how to conduct this step:

1. Show the video several times; particularly in the first several class meetings, students may be nervous and fearful, and these emotions will inhibit their

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ability to understand. Try to reduce the students' anxiety level by showing the video several times.

2. Select only a portion of the video to focus on when asking questions. Focus on the portion that relates to the topic of the reading.
3. Experiment with showing the video without sound during the first viewing. This will allow the learners to focus completely on the visual cues. Use this viewing to identify equipment and processes that they see in the video and preteach the vocabulary.
4. Give specific listening assignments during each viewing. Examples of listening assignments are:

    -listen for one person's job title

    -listen for the names of equipment

    -listen for words that best explain the topic of this video.

As learners progress through the levels, they will be able to begin providing paraphrases of the videos, first of the overall topic, and with increasing detail as comprehensibility increases.

At this point in the lesson, identify any information that is unfamiliar to students, particularly if it will be the topic of later activities in the lesson. If students are not familiar with the content, it will be doubly difficult for them to make meaning. If comprehension problems exist, spend some time discussing the content of the video. The written script of the video is provided with each lesson so that the

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instructor can become familiar with the content of the lesson and respond more easily to content related questions.

Step 2: Language Input with Reading

The objectives of this step in the model are:

- provide learners with the opportunity to read extended English discourse about topics relating to the workplace theme of the lesson (comprehensible input)
- provide reading activities and exposure to print to help learners acquire English

The primary purpose of this activity is also to provide comprehensible input through the written word. Each lesson is accompanied by a reading that expands on a subtopic of the theme. The reading is presented on videotape. Printed transcripts are provided in the instructional materials package.

The following procedure is recommended for conducting the reading activity:

1. Show the reading portion of the video.

   Segment 1: ask students to view the video and listen carefully to the narrator reciting the reading. Following this segment of the reading portion of the video, instructors may want to complete the activities listed here as #2 and #3 before showing the longer text version. (There is a 15 second pause on the video between segments.)

   Segment 2: ask students to read the words that appear on the screen. For lower level students, consider playing this portion of the video through several

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times. Also, focus on only a small portion of the reading if reading levels are particularly low.

2. Pass out transcripts of the reading to students. Have them read the selection silently to themselves. Encourage them to use the cues they have from the video to figure out what the words and sentences mean. Alternate readings of the transcript with viewings of Segment 1 of the video to allow students maximum use of visual cues.

3. Check comprehensibility. Follow the same procedure as in Step 1, by asking specific questions about content, and by asking students to paraphrase what they understood of the reading. Discuss any unfamiliar words and phrases, and deal with any comprehension issues.

4. Additional readings. Consider another silent reading of the selection to reinforce meaning or oral reading for students to work on rhythm, intonation, and pronunciation. Often, students enjoy reading aloud individually and in groups.

5. Once a week administer a reading exercise to measure progress and give students reading practice with an assessment exercise. A cloze exercise for each reading has been included with the lesson materials.

6. Occasionally, the lesson plan recommends workplace reading materials that can be used for supplemental reading materials. These types of materials may or may not be available. Many more materials than the types listed in this guide may be used. Be creative in integrating workplace reading materials into your

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lesson plans wherever possible so that the needs of the business partner and students can be further addressed.

Step 3: Learning Activity

The objectives of this step in the model are

- to provide learners with the chance to focus on the "content" of the lesson, the theme and topic; to explore what the information means to them personally, to share ideas and opinions about the topic with other learners in the class, to apply the information to a real situation
- to begin to use language relating to the topic in a nonthreatening environment.

Fairly detailed explanations for these activities are included in each lesson plan. A word of caution; these activities should not be allowed to take up an inordinate amount of time, particularly in dealing with a monolingual class. Sometimes there can be too much focus on the content and not enough development of language or basic skills.

Do not be afraid to replace these activities with others that would be more useful to your students. In the exploration of the business partner, identify activities and materials that would be more useful to students. Look particularly for communication situations that can be roleplayed, forms that can be filled out, and problems that students must deal with and must solve on a daily basis.

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Step 4: Language Experience

The objectives of this step in the model are:

- provide learners with the opportunity to write their own words and ideas about the topic
- provide teachers with a sample of each student's language output as feedback about the progress of that student's language development and what kinds of instructional interventions are needed for further development.

The primary purpose of this activity is for learners to produce language in written form. Writing activities are suggested in each lesson plan. The writing activities spring out of the Learning Activity and relate to the theme of the class. These activities can be carried out in several ways. In the traditional Language Experience Approach method, students dictate what they want to say to the teacher, who writes it on the board. This works well for low level students and for very reluctant writers. However, instructors are encouraged to utilize group writing and individual writing as soon as possible. Observing students' writing samples and strategies provide instructors with many opportunities to see what students do and do not know. Naturally, when students have some experience with writing, they are able to handle individual writing fairly quickly. Each instructor may be in a different situation and in some cases, students may not know the alphabet. If this is the case, the instructor must work with these students separately after class or with the help of an in class tutor. Instead of writing, these students can be given assignments which ask them to draw pictures or use pictures in magazines that can be cut out and labelled. At any rate, the alphabet must be taught separately.

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Step 5: Application Activity

The objective of the application activity is to encourage learners to use English outside the classroom and to apply what was learned in the lesson to other contexts.

Application activities are suggested in each lesson plan and they are related to the theme of the lesson wherever possible. As much as possible each activity involves both input and output. The input encourages students to begin learning from their daily environment, and the output activity, if it is writing, provides the instructor with samples of the students' writing and evidence of progress. It is important for instructors to identify other useful activities that can be carried out in a plant or company, and to integrate them where possible.

Enlist the assistance and support of plant personnel, English-speaking coworkers, supervisors and managers, whenever an Application Activity requires students to meet with company personnel. In most cases, people are supportive and helpful when they understand the objectives of the program and the needs of the students. Meeting with these people ahead of time, in a group meeting if possible, to explain how they can support students' learning outside the classroom might be necessary. Appealing for support early on from all levels of the organization, can help create an environment that will extend learning beyond the classroom and onto the plant floor.

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Adapting the model for the Non-ESL Population

The Cutting Edge: Workplace English was originally developed for second language learners. Although the instructional guide is largely written for the ESL instructor, with a few minor adaptations this program can be used for monolingual English speakers who are non-readers. Most adaptations relate to strategies used in **Step One** of the model. For instance, the initial language input would be used as an initial inquiry and discussion tool for introducing the theme of the lesson as opposed to emphasizing comprehensibility and input. **Step One** can also be used for stimulating language experience activities. Therefore, more class time should be spent on Steps 2,3, and 4 of the instructional model. Basically the lessons and the activities can remain the same if teaching strategies are modified to focus more on the printed word and acquisition of language in print.

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